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MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني
Connect
Primary 1
Teacher's Guide
Term 2
Caroline Wingent

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

Contents

Scope and sequence

How the world works

Unit	Vocabulary	Language	Reading	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
10 She's an engineer	dentist, teacher, engineer, doctor, vet, ten firefighter, police officer	He's/She's a (police officer). I want to be a (doctor). He/She helps people.	**Informational text:** making a T-shirt cotton, grow, make, T-shirt	e: egg, exit, engineer, vet, ten l: lamp, leaf, lemon, lamb	**Creativity** **Communication** **Self-management**	**Respect for diversity:** Different jobs **Independence**	**Non-discrimination:** Boys and girls can choose equal jobs	**Art:** Making a poster about one's self **Drama:** Role-playing **Social Studies:** Some occupations and crafts **Science:** natural and synthetic objects in the environment
11 It's rainy	sunny, cloudy, rainy, windy, hot, cold; window, rainbow, sky, sun, cloud, spring, winter, summer, fall, red, yellow, orange, blue, green, purple	It's (hot). What's (red) and (yellow)? What's this? It's a (red pen). No, it isn't! Yes, it is!	**Recounting stories:** Hana's picture	w: windy, window, watch m: moon, map, mom	**Communication:** Self-expression	**Cooperation:** Let's play	**Environmental issues**	**Art:** Use color, shape, texture and template **Science:** The importance of sunlight **Geography:** The map of Egypt
12 Let's go shopping	sweater, jacket, skirt, T-shirt, socks, pants, shoes, zipper; white;	What is this? It's a skirt. What are these? They're shoes. How much are the (figs)?	**Literary text:** Recounting stories	j: jump, jacket, jam v: violin, van, vet	**Self-management:** Sorting clothes **Cooperation**	**Empathy:** Helping your parents	**Environmental issues**	**Math:** Economic concepts, selling and buying
13 I can see a rocket	bus, bicycle, car, astronaut, motorbike, truck, van, train, yacht, rocket; stop, go, cross, road	What can you see? I can see (2 bicycles). Stop! Go! Cross the road!	**Word decoding:** Reading safety signs	x: box, six, fox y: yellow, yogurt, yacht, yo-yo z: zebra, zoo, zipper	**Creativity:** Making safety signs **Self-management** **Cooperation**	**Respecting rules**	**Safety**	**Social Studies:** Means of transportation, traffic signs and rules
Review 4	Revision from units 10-13							

Scope and sequence

	Unit	Vocabulary	Language	Reading	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Communication	14 At the library	camel, elephant, snake, lion, monkey, jellyfish; ant, insect, octopus, under; bed, dig, man, nut, fox, olive, umbrella, mat, egg	It's a (monkey). What is it? It's a jellyfish.		**Blending with vowels**	**Coexistence skills:** Participation	**Communication:** Verbal and non-verbal communication skills	**Citizenship issues:** Awareness of rights and duties	**Science:** Animal habitats. **Libraries:** Organizing a competition within the library **Art:** Animals in art **Project:** Animal habitats
	15 At the market	banana, apple, orange, mango, guava, date, watermelon, fig; carrot; eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, pound	How much is this? It's (five pounds). These are (figs).	**Vocabulary** **Phonetics, word decoding and fluency**	**Blending:** fig	**Accountability:** Provision of resources	**Accountability:** Provision of resources	**Citizenship issues:** Awareness of rights and duties	**Math:** Routine math activities, addition strategies within the number 20 **Spatial Value:** 2-digit numbers, tens and units Numbers 11-20, Addition
	16 It's ten o'clock	clock, visit, fish restaurant, Alexandria Library, beach, Qaitbay Fort, stand, line, librarian, shout, trash, tour guide, museum, nine, pyramid,	It's (ten o'clock). Let's (visit the beach). At (3 o'clock).	**Informational text:** Egyptian touristic sites	**Blending:** can – map – pan	**Self-management:** Set goals **Participation:** Effective management and organization of tasks		**Citizenship issues:** Awareness of rights and duties **Loyalty**	**Libraries:** The role of the librarian Loyalty **Social Studies:** Some traditional monuments and sites in Egypt
	17 Let's read a story: Goldilocks and the Three Bears	Goldilocks, Baby Bear, Mommy Bear, Daddy Bear, food, hot, cold, sad, happy, yummy, hungry	This is (Goldilocks). It's (hot). She likes this! Yummy. He is hungry. Look! Somebody ate all/from my food. They are not happy. She is sorry. They are all happy.	**Literary text:** Illustrations and details to describe the elements of the story, recount stories, compare the experiences of characters Identifying the author, and illustrator of a story Identifying what you like and don't like about a story	Word decoding, fluency	**Respecting other's rights**	**Forgiveness** **Love and tolerance**		**Art:** Literature
	Review 5	Revision from units 14-17							

Introduction

Welcome to *Connect Primary 1*. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun engaging activities, to encourage the students' language development.

Aims of the course

The course aims to give primary students the tools they need to develop their knowledge and use of English, and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world.

The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD). It has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful learning experience. The current socio-cultural theory of learning focuses on the importance of social interactions for learning. In *Connect Primary 1*, students also practice using language in realistic social interactions, such as playing with friends, shopping, etc.

The units are divided into four main themes *(Who am I?, The world around me, How does the world work?, Communication)*, encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of *Connect Primary 1* reflects the children's environment, so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in *Connect Primary 1* include actions, family, school, home, musical instruments, body parts, the pyramids and the beach.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are in Primary 1 and have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons, which clearly show what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has nine main units plus three review units. Each main unit consists of six pages, which equate to three lessons, plus two *Play time* pages. If the unit features a project, it has eight pages (four lessons).

Each unit has an appropriate topic for young children. The three lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration
- Listening and speaking practice of the target language of the unit

Introduction

- phonics presentation and practice, including listening, speaking, tracing and writing tasks
- deeper exploration of life skills, values, and issues
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art and Social Studies
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

After each main unit, there are two pages of *Play time* activities. These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. However, since these pages are extra revision material, it's not vital that these pages are completes. They are intended to be extra fun tasks only and are not compulsory.

The review units, which appear after each group of three units, are designed to practice and consolidate the language students learned so far. The review units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student. Each review unit has four pages and two lessons.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Digital materials

Links are included throughout the Teacher's Guide to videos of the songs and integrated curriculum content to help teachers to explain more difficult concepts.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set alongside the accompanying notes. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the CD. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress, or those students needing more practice and revision. There are fast finishers activities and practice game suggestions at the end of each lesson.

The Teacher's Guide also provides suggestions for successful classroom management. Teaching large classes is demanding and it is therefore important to vary your teaching to enable each individual student to participate, as well as to use group work, pair work and class work effectively. The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis. For example, the Student's Book guides you to stop at the end of each unit and to discuss what students have learned with them, using the Unit reviews and assessment pages. The Teacher's Guide also offers advice to 'stop and check' understanding after new language is presented before moving to a practice activity.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Vocabulary / Listening and speaking

The activities are clearly shown to students with the fun icons of Busy Bee.

Confidence with the new language is gradually built up through fun activities.

The lesson works toward the children using language to express themselves.



Students then listen to the song and sing along as much as they can.

Students listen to the new words and find the items in the picture.

The artwork is bright and colorful with lots of details for students to find and discuss.

The new words are presented with clear pictures to help the students to understand the meaning. The words are in blue because students are not expected to be able to read them. Later in the course, when the students are able to read, the words will be black.

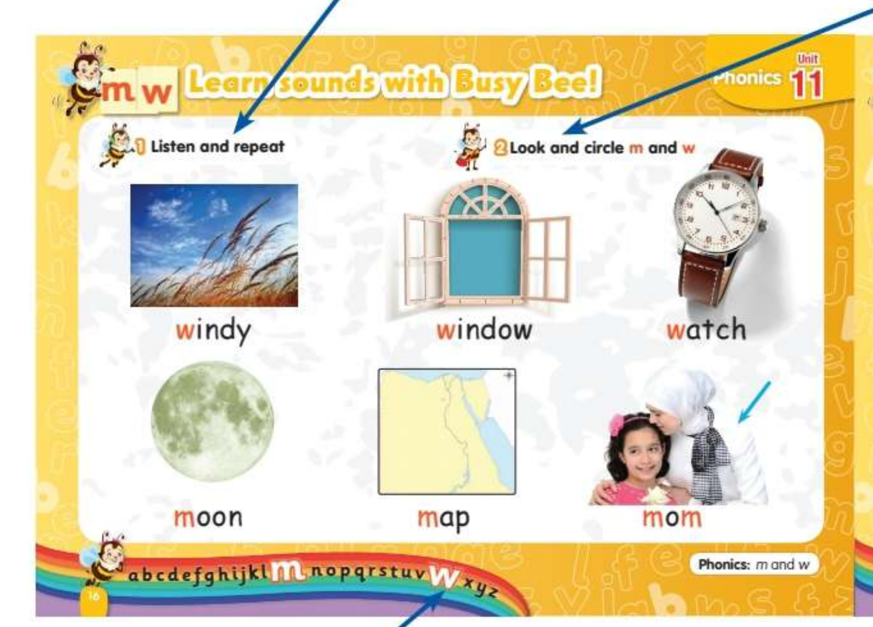
The language in each lesson is clearly presented to teachers and parents.

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Phonics and handwriting

Students listen to the phonics on the CD, which presents the target sounds and words. They listen and repeat the sounds.

The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.





This feature shows students where the letters they are studying fit into the alphabet.

Clear guidance about the formation of each letter is given on this page. Students can then practice tracing the letter in the context of a word.



Life skills, Values and Issues

Life skills, *Values* and *Issues* are integrated throughout the course, but there are also specific lessons focusing on these learning points.

Photographs show scenes that will be familiar to students and which they can relate to their own lives.

In this task, students apply problem solving skills to work out what each picture shows and whether it is a good or bad behavior. The photos can be used to start class discussion.

I want to be...

Listening and writing Unit 10

1 Listen and number

I want to be a firefighter.

I want to be a police officer.

I want to be a doctor.

I want to be an engineer.

I want to be a soldier.

Language: I want to be a ...

Let's be safe

Issues Unit 13

1 Listen and point

2 Look and match

3 Now say

Stop!

Go!

Cross the road!

Issues: Safety

The topics of the *Life skills, Values* and *Issues* pages are carefully chosen to present goals that students can achieve for themselves.

Introduction

English in the classroom (CLIL)

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, focusing on Math and Science, as well as Art and Social Studies.

In this lesson, the related curriculum area is Science.



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that students are studying in other lessons, and particularly in Math and Science.

Project

In this project, students make a weather spinner, so they can talk about the weather. This consolidates the language, life skills and issues of the unit.

Both creativity and working in groups are important elements of the Primary 1 curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families.



Resources needed for the project are clearly shown on the page.

After completing the project, students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

Full guidance about how to complete the project is given in the Teacher's Guide.

Introduction

Show and tell and Unit review

Every units ends with a unit review. This revises all the language that students have learned in the unit. The revision is guided by the teacher and then followed by student self-assessment.

For the *Show and tell* activity, students bring objects from home to show the rest of the class and to talk about. The photograph shows what the students need to do. If it is difficult for the students to bring items from home, they can present something which they have made or drawn.



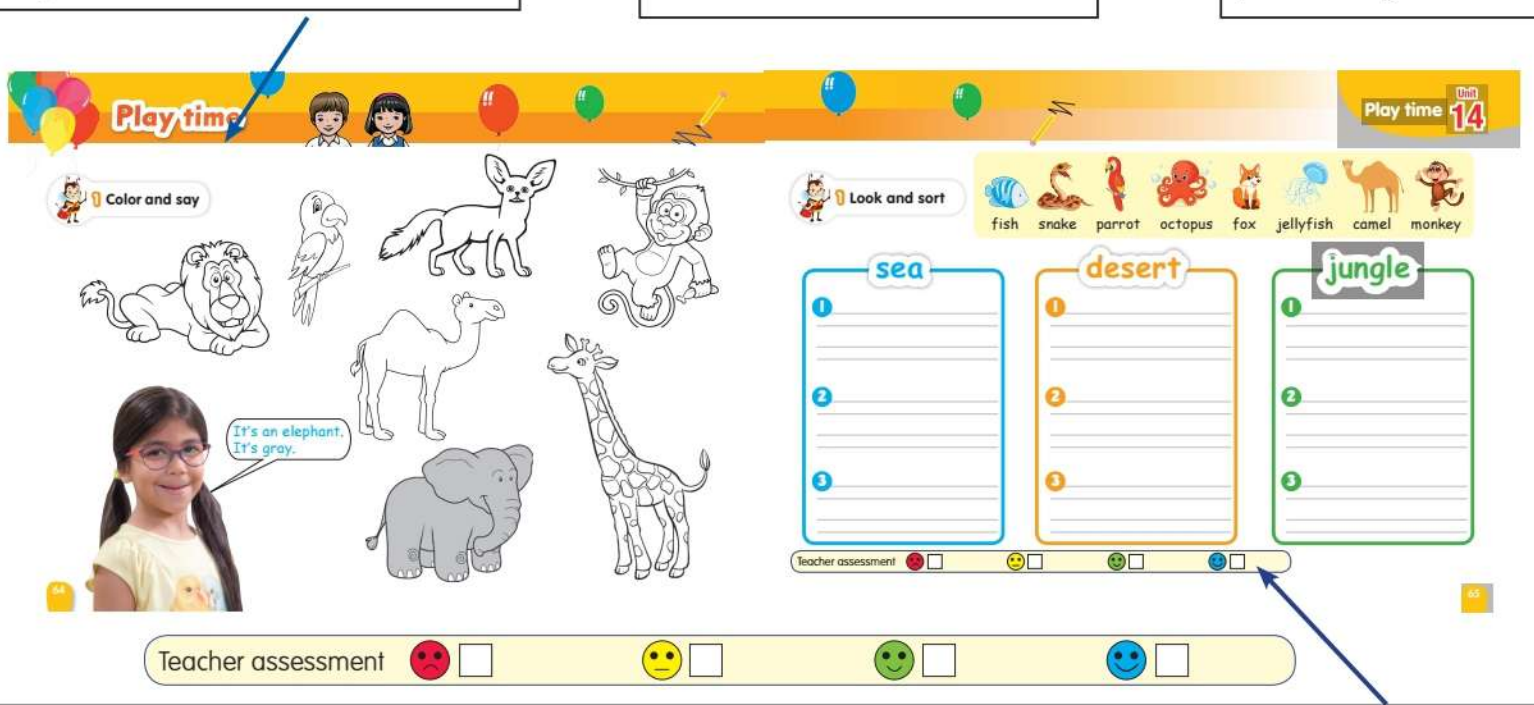
The final part of the lesson is a self-assessment activity. The students look at each element of the unit. If they understand each part, they draw a smile onto the faces. Full guidance for this section is given in the Teacher's Guide.

Play time

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages and are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.

The children are working more independently on these pages, so they also have a chance to develop problem solving skills.



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.

Collect the books at the end of the unit. Look at the students' own assessment of their progress in the *Look and draw* activity. Check that you agree with their own assessment and then allocate your own assessment level of their progress.

For your own records, give students a grading for each skill. Then, for each student, tick the correct colored face in the Student's Book to represent their general progress in all the skills.

Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

The communicative approach

Listening and speaking are vital language skills for communicative competence and *Connect Primary 1* offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class, group and pair work through the context of unit topics, short narratives, interactive activities and songs and games until they become a part of the students' active repertoire.

For *Primary 1*, the language and topics of the course remain close to the world of the student, only gradually moving out into the world beyond, and returning regularly to the familiar territory. All new vocabulary is related to the unit topic. The words are of high frequency and so they can be used actively by the students throughout their language learning. In this way, the students' learning feels relevant and personal to them.

The new structures and vocabulary introduced throughout the book are continually recycled, and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self-assessment by students to monitor their continued progress.

The syllabus both develops and consolidates the skills of reading and writing. Throughout this course, short texts serve as models which are used for comprehension and writing. Writing begins with simple practice in writing from left to right in a variety of exercises and contexts. This is followed by the introduction of letters with ample opportunities for both recognition and practice.

The communicative approach exposes the students to a range of structures used in English, helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students' learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles:

1. **Instructor:** You introduce new language, give instructions to students, and decide what language and activities need to be practiced.
2. **Manager:** You organize the classroom in order to fulfil the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).
3. **Advisor:** When students are working in pairs or groups, you move from group to group to monitor progress, help individual students with unknown words or difficulties in understanding the activity, or correcting mistakes.
4. **Personal tutor:** You need to identify individual student's areas of difficulty and find ways of helping them.

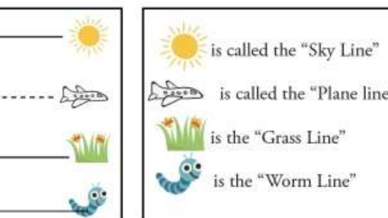
Preparation for teaching

Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson, making or collecting any additional resources required, so that you are fully equipped and ready to teach the lesson. You will also need to prepare listening activities involving the CD in advance.

Teaching reading and writing skills

This course was carefully designed to support both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogues.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly ensure students don't grip the pencil too tightly.



Use the *Sky Writing* procedure, as in the pictures on the right: The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder. The teacher writes on the lines and says the steps out loud. Then, students trace the letter in the air, saying the steps out loud with the teacher. Repeat each Jetter. For example, to write the letter *h*, say *Start at the Sky Line, go straight down to the Grass Line, go up and around to the Plane Line and around down to the Grass Line*. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Students are shown how to write each of the letters they are taught. The teacher should demonstrate the letter formation in the air first with his/her back to the class, making the starting point and direction of writing clear. Students copy the letter formation in the air and say the sound at the same time. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care while following the directional arrows on the page.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students' ability to discriminate between similar sounds and so develops their listening skills. In addition, learning language through phonics has been shown to develop students' spelling, and consequently their writing skills too.

Connect Primary 1 introduces students to the basic sounds of the language through a phonic approach. The students are presented with the main phonemes of the English language in conjunction with their main related letters. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice the formation of the letters through carefully graded activities.

For Primary 1, the course concentrates on the presentation of the 26 letters of the English alphabet, on the formation of these letters and on their most usual presentation. The pronunciation is always taught with known words or words relevant to the unit topic. In later units, students are given the opportunity to combine the letters they have learned and to read simple, high-frequency consonant-vowel-consonant (CVC) words.

Each letter sound is presented using the same procedure. Teachers show a picture, item or action to elicit the word, e.g they kick their leg to elicit the word *kick*. Then they draw the letter on the board and point and say the letter sound, e.g. /*k*/, and encourage students to repeat. They kick again and elicit *kick*. Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word, e.g. /*k*/ *kick*.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and content, which focuses on areas such as Math and Science, as well as Social Studies and Art. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.



Introduction

Teaching life skills

Children at early primary age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions:

- **Learn to live together:** skills for active citizenship: respect for diversity, empathy, participation and accountability. In *Connect Primary 1*, skills introduced for this dimension include participation (working together) and respect of diversity.
- **Learn to be:** skills for personal empowerment: self-management, resilience and communication. In *Connect Primary 1*, skills introduced for this dimension include building communication skills and self-confidence, effective listening and assessing progress.
- **Learn to do:** skills for employability: cooperation, negotiation, decision making and creativity. In *Connect Primary 1*, skills introduced for this dimension include respecting others, behavior for working in groups and exchanging information.
- **Learn to know:** skills for learning: creativity, critical thinking and problem solving. In *Connect Primary 1*, skills introduced for this dimension include problem solving in each of the stories and creativity in project and presentation tasks. Stories, activities, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education . While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions. solve problems, evaluate and organize information in addition to creating their own work. Within the materials as whole, the students actively contribute to their own cognitive development, which helps to create confident and smart early thinkers.

Teaching values

Values education is the teaching of values such as tolerance, honesty, cooperation and independence. These values help to create good citizens. and are a very important development step for children of this age.

Students are introduced to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity, perseverance, cooperation, politeness, respect, tolerance and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- Non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 3. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.



Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning, it's inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as stand up, sit down, clap your hands and open your books are some of the common instructions which could be used. TPR is also used to react to the content of songs in miming activities and guessing games.

Proiects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom. The projects are used as a tool to integrate life skills, values and issues - in addition to concepts from other diciplines - with language. They are also a tool for assessing the students' progress in these areas.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.

Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the *Games Bank* at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games that can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive, active learners, For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through playing and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be a great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Ongoing assessment

It is most important for you to be aware of your students' progress throughout the year in order to engage the more able students and keep them interested, and to encourage and give extra practice to any student who may be having difficulties.

The *Practice game* suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson, so the students' performance in these activities can serve as an indicator of their progress. Similarly, the *Now I can say* ... box at the end of the revision units can also be used as a tool for ongoing assessment at the end of each batch of units.

Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or pronunciation, focus on this in the next lesson. Individual difficulties can be dealt with by talking to the student, or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors, to build confidence and show that we can learn through making mistakes.

Also, be aware that students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should all be encouraged and praised for their efforts in every skill. Integrate your students into mixed-ability groups so that they can help each other to learn and encourage them to do this. For example, if some students finish drawing and writing tasks quickly, they can be encouraged to help others to complete their work.

Classroom Management

Working in whole class, pairs and groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson.

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle).

Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers.

Lean and Whisper

Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.



Playing time
This could be a free play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner, for example. Observe how they play and interact with their classmates.

Tidy up time
Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books and crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Practice game and closing
The Practice game at the end of each lesson is designed to review and consolidate the language that students have learned. It is an important part of the closing of the lesson.
There is a brief closing statement from the teacher in each lesson too. This allows the teacher to summarize what has been learned and tell students what they can look forward to in the next lesson.

Goodbye time
Use this opportunity for the children to say *goodbye* to you in a calm, relaxing manner.

Classroom language
Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!

Let's sit down!

Let 's be quiet!

It's time for a story!

Stand up, please.

Go to your table.

Open your books.

Close your books.

Tidy up, please.

Stand in a line.

I hope you enjoy using this innovative, new course which has been lovingly written and designed to create a memorable and purposeful language-learning experience.

Unit 10

LESSON 1 page 2

Objectives: To identify different jobs
To say what people do in these jobs

Vocabulary: *dentist, doctor, engineer, firefighter, people, police officer, teacher, vet; help*

Language: *He's/She's a (doctor.)*

Materials: Student's Book, pages 2 and 3
Class CD
Pictures from a magazine of a dentist, doctor, engineer, firefighter, people, police officer, teacher, vet

Opener

- Welcome students back.
- Play a fun game to get them thinking in English again. Play *Mime it* (Games bank, page 105) to revise actions (I can swim/throw/skip/kick/dig).

Presentation

1 Use pictures from magazines to present and practice the new words: *dentist, doctor, engineer, firefighter, police officer, teacher, vet* and *people*. Put the pictures on the board. Point to them and say the words. Ask students to repeat several times.
2 Then point to each picture in turn and ask *What's this?* Students say the words. Vary the order you point to the pictures.
3 Ask individual students to come to the front of the class. Point to a picture on the board. Say *(Nadia), what's this?* Help the student to say the word.
4 Put students into groups to practice. Each student takes turns to point to a picture and say the word. Tell students to listen respectfully to each other and wait for their friends to say the word.
5 Present the word *help*. Explain that a teacher helps the students. Ask them who a doctor helps. Praise students who can answer (people).
6 Finally, present *wow*. Explain that we say *wow* when something is exciting or surprising.
7 Revise *he's/she's* and *too*. Point to a girl and say *(Nadia) is a girl*. Then point to another girl and say *She's a girl, too*. Get students to repeat. Now do the same with two boys.
8 You can also do the same with ages. If you know the ages of the children, say *He's/She's (seven)*. Point to another child and say *He's/She's (seven), too*. Students repeat.



1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 2-3, and say *Open your books*.
2 Ask students to look at the pictures and name any characters they recognize (Hany, Youssef, Amira, Hana).
3 Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Praise all correct answers. Remember that students only need to read what's written in black font.
4 Point to your eyes and then cup your ears and say *Look and listen*.
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat*. Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Hany: *Oh look! He's a firefighter.*
Boy 1: *She's a vet.*
Hana: *He's a dentist.*





Amira: *He's an engineer.*
Youssef: *And she's a doctor. She helps people.*

Extra practice

❑ Play *Mime it* (Games Bank, page 105) with the new jobs they have met so far (firefighter, vet, engineer, doctor). Say a word and encourage students to mime it (for example, pointing a hose for the firefighter, using a spanner for engineer, using a stethoscope for doctor, patting an animal for vet). Make it fun!

LESSON 1 page 3

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 3.
2 Say *doctor* and make sure students are pointing to the correct picture.
3 Say *Listen*. Play the CD and demonstrate pointing to each job as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

dentist teacher engineer doctor vet firefighter police officer

Extra practice

❑ Play the CD again, and this time tell students to find and point to each job in the picture on page 2 and repeat the word. Can they tell you which jobs are not on page 2? (teacher, police officer). Say *Well done!* When students answer correctly.

2 Look and say

1 Hold up your Student's Book and point to Exercise 2 on page 3. Point to the boy and say *He's a ....* Elicit the answer *He's a police officer.*
2 Elicit a similar sentence for the girl: *She's an engineer.* Say *Well done!* if they get this correct. Explain that we use *an* before words that begin with *a*, *e*, *i*, *o* and *u*: *She's an engineer*.
3 Now ask students to look again at the pictures in Exercise 1. Encourage them to make sentences about each person using *He's/She's a/an…* . Do this as a class for each job. Make sure they say *He's/She's* correctly.
4 Make sure they use *an* not *a* with *engineer.*

3 Sing

1 Play the song. For each verse, students point to the correct job on page 3.
2 Play the song again and encourage students to join in as much as they can.
3 When the students are able to sing independently, play the version of the song without words. Students sing as much as they can.

Audioscript

What does he do?	*What does she do?*	*What do you do?*
He's a teacher.	*She's an engineer.*	*I'm a dentist.*
He's a teacher.	*She's an engineer.*	*I'm a dentist.*
Can I be a teacher, too?	*Can I be an engineer, too?*	*What do you want to do?*

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Point to a character on pages 2 or 3 and elicit the job with *He's/She's a/an…* for each person.
- Say *Next we will learn about the /ɛ/ and /l/ sounds.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 10

LESSON 2 page 4

Objectives: To recognize and produce the letter sounds /ɛ/ and /l/
To find words with the /ɛ/ and /l/ sounds
To copy and trace the letter *e*

Vocabulary: *egg, exit, eggplant, engineer, lamp, leaf, lemon, lamb*

Language: *He's/She's a (doctor.)*

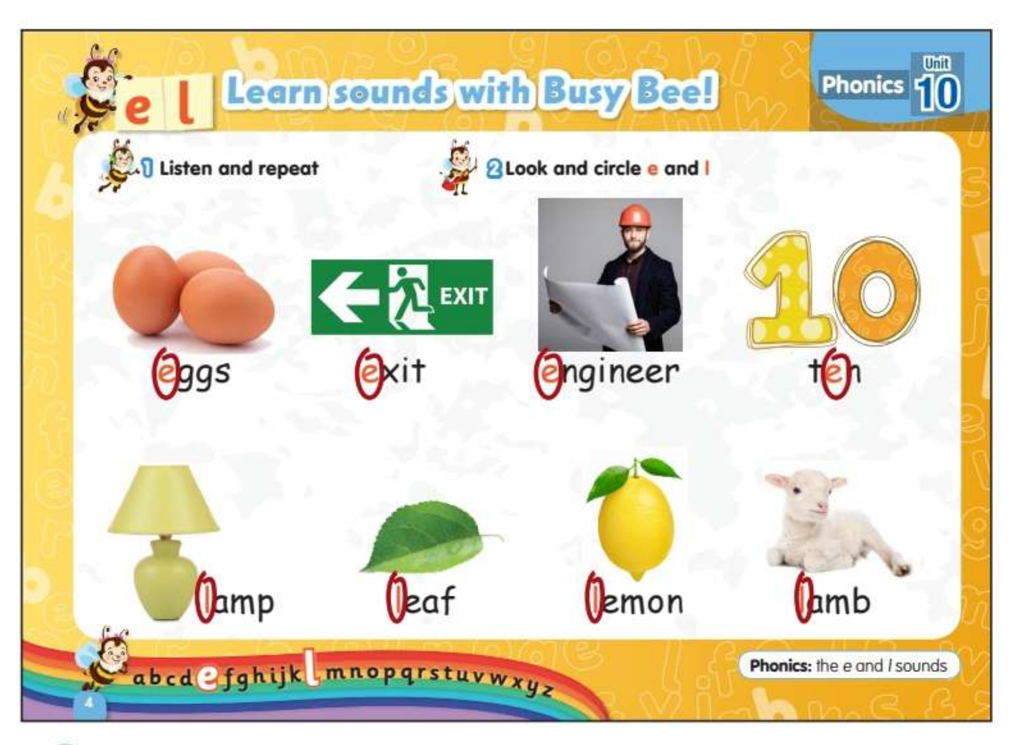
Materials: Student's Book, pages 4 and 5
Class CD
Pictures from a magazine of a dentist, doctor, engineer, firefighter, people, police officer, teacher, vet
Modeling clay for the *Fast finishers* activity

Opener

- Revise jobs from the previous lesson using the pictures from a magazine.
- Play *Mime it* (Games bank, page 105) to practice them further.

Presentation

1 Draw a picture of an egg on the board and ask *What's this*? Teach *egg* (you can also remind students that we say *an egg*, not *a egg*).
2 Write the letter *e* on the board.
3 Point at the letter and say /ɛ/. Students repeat the sound /ɛ/ with you.
4 Point at the egg again and elicit *egg*.
5 Write *egg* on the board and circle the *e*. Point to the letter and then the egg quickly, saying /ɛ/ *egg*. Ask students to repeat.
6 Explain to the students that the *e* letter can occur in a middle position too. Write the word *red* on the board. Ask students to tell you where is the letter *e*. Say the word and ask students to repeat.
7 Draw a picture of a lamp on the board and ask *What's this?* Teach *lamp*.
8 Write the letter *l* on the board.
9 Point at the letter and say /l/. Students repeat the sound /l/ with you.
10 Point to the lamp again and elicit *lamp*.
11 Write *lamp* on the board and circle the *l*. Point to the letter and lamp, saying /l/ *lamp*. Ask the students to repeat.



1 Listen and repeat

1 Help students to find page 4.
2 Point to the picture of the eggs and ask *What are they?* Students say *eggs*.
3 Then point to the letter *e* on the page and say the sound /ɛ/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Play the CD several times so students can mirror and practice the correct pronunciation.
6 Repeat steps 2-5 with *lamp* and /l/.

Audioscript

/ɛ/, /ɛ/
eggs

/l/, /l/
lamp





2 Look and circle e and l

1. Look at the pictures with the class and present/identify the items in the pictures. Say *What's this?* and elicit or present *exit, ten, engineer, leaf, lemon, lamb*. Say the words together with the class.
2. Point to the eggs. Say the word *eggs*. Say /ɛ/ *eggs*. Point to the *e* and show the students how to draw a circle round it. Do the same with *lamp* and *l*. Ask the students to draw a circle round *l*.
3. Repeat for the other words on the page.

Extra practice

❏ Point to each picture and ask the class to say the correct sound and word.

LESSON 2 page 5

1 Look, trace and say

1. With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and ask students to copy them in the air.
2. Model the letter formation of the letter *e*. Say the sound /ɛ/. With your back to the class, write a larger letter *e* in the air with a finger. Make the starting point and direction of writing clear.
3. Students copy the letter in the air several times, saying the letter sound as they do so.
4. Model the correct way to write the letter on the board.
5. Help students to find page 5.
6. Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
7. Ask students to trace over the dotted letter *e* in their books with a finger first.
8. Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure they don't hold the pencil too tightly.
9. Ask them to trace the letter *e* with a pencil, making sure they follow the direction of the arrows.
10. Read the four words to the students. Ask them to trace the letter *e* for each word.

Fast finishers



- Give students some modeling clay and ask them to make the shape of the letter *e*. If they have time, they can also make other letters which they know.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask students to tell you what letters they know and what letter sounds they make.
- Draw the letter *l* on the board and explain that they will be looking for this letter in the next lesson.

Unit 10

LESSON 3 page 6

Objectives: To recognize and produce the letter sounds /ɛ/ and /l/
To find words with the /ɛ/ and /l/ sounds
To copy and trace the letter *l*

Vocabulary: *lamp, leaf, lemon, lamb, egg, leg*

Language: *He's/She's a (doctor.)*

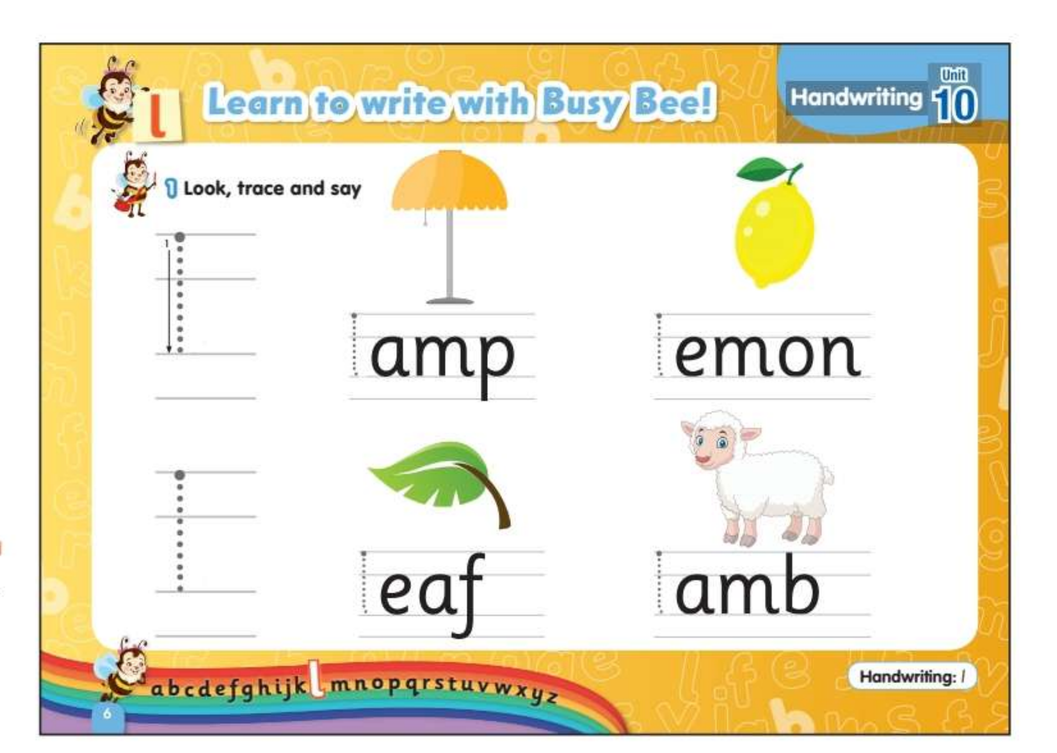
Materials: Student's Book, pages 6 and 7
Class CD
Modeling clay for the *Fast finishers* activity

Opener

- Play *Catch and say 1* (Games bank, page 104) using words they know that begin with *e* or *l*. They can look at the pictures on pages 5 and 6 if they need help.

1 Look, trace and say

1. Model the letter formation of the letter *l*. Say the sound /l/. With your back to the class, write a larger letter *l* in the air with a finger. Make the starting point and direction of writing clear.
2. Students copy the letter in the air several times, saying the letter sound as they do so.
3. Model the correct way to write the letter on the board.
4. Help the students to find page 6.
5. Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
6. Ask students to trace over the dotted letter *l* in their books with a finger first.
7. Check that students can hold their pencil correctly.
8. Ask them to trace the letter *l* with a pencil, making sure they follow the direction of the arrows.
9. Read the four words to the students. Ask them to trace the letter *l* for each word.



Fast finishers

- Give students some modeling clay and ask them to make the shape of the letter *l*. If they have time, they can also make shapes of objects that start with *l* (leaf, lemon, lamp, etc).



LESSON 3 page 7

1 Listen and write the first letter

1. Help students to find page 7.
2. Point to the pictures and ask *What are they?* See if students can name the items (*egg, lemon, lamb*).
3. Explain that they are going to listen and write the first letter of each word.
4. Play the CD. After the first word, stop the CD.
5. Point to the first picture (egg). Copy the word on the board leaving a space for the *e* letter. Elicit *egg*. Play the CD for the students to listen and repeat.
6. Check that students are writing the correct letter (e).
7. Do the same with the remaining words. Go around and check they are doing this correctly.

Audioscript

1 egg   2 lemon   3 lamb

Extra practice

- Ask students if they can name any other words that start with these letters. Write their ideas on the board e.g. *lamp, leaf, exit, eggplant, engineer.*

2 Listen and write the middle letter

1. Remind students that they have been looking at words that start with the /ɛ/ sound. Explain that they will also hear words that have these sounds in the middle of the words.
2. Ask students to look at the pictures in Exercise 2. Ask them if they can name anything in English.
3. Play the CD. Students listen and point to the correct pictures.
4. Point to the first picture (leg). Copy the word on the board leaving a space for the *e* letter. Elicit *leg*. Point out that the *e* sound here occurs in the middle of the word. Give more examples of words that has an *e* as a middle letter (red, pen).
5. Play the CD again. Students listen and repeat the words.
6. Play the CD one more time. This time, students listen and write down the letter sound they hear in the middle of the word.
7. Repeat the procedure for *vet* and *ten*.
8. Ask students to check each other's work. Write the correct answers on the board and praise students who got this correct.

Audioscript

1 leg   2 vet   3 ten

Practice game

- Play *Circle it* (Games bank, page 104). Draw some letters students know from the Student's Book on the board and the letters *e* and *l*. Ask for a student to come to the board and circle the letter sounds /ɛ/ and /l/.

Closing

- Draw the letters *e* and *l* on the board. Point to them and elicit the sounds.
- Encourage students to say words they know which start with these two letters, or which have the letters in the middle. Praise all good answers.
- Say that in the next lesson, they are going to talk about the jobs they want to do.

Unit 10

LESSON 4 page 8

Objectives: To recognize what jobs people want to do
To draw a picture
To say what you want to be

Life skills: Creativity, communication and self-management

Values: Respecting others

Vocabulary: *soldier*

Materials: Student's Book, pages 8 and 9
Class CD
Coloring pencils or crayons
A magazine picture of a soldier
Modeling clay for the *Fast finishers* activity
Pictures from a magazine of a dentist, doctor, engineer, firefighter, people, police officer, teacher, vet

Opener

- Play *Mime it* (Games bank, page 105) to revise jobs (firefighter, police officer, doctor, engineer).

Presentation

1 Use a picture from a magazine to present *soldier*.
2 Ask students if they can tell you what a soldier, firefighter, doctor, police officer and engineer all do. Elicit or remind students that they all help people.
3 Explain that in today's lesson, they are going to talk about what jobs they want to do when they are older.

1 Listen and number

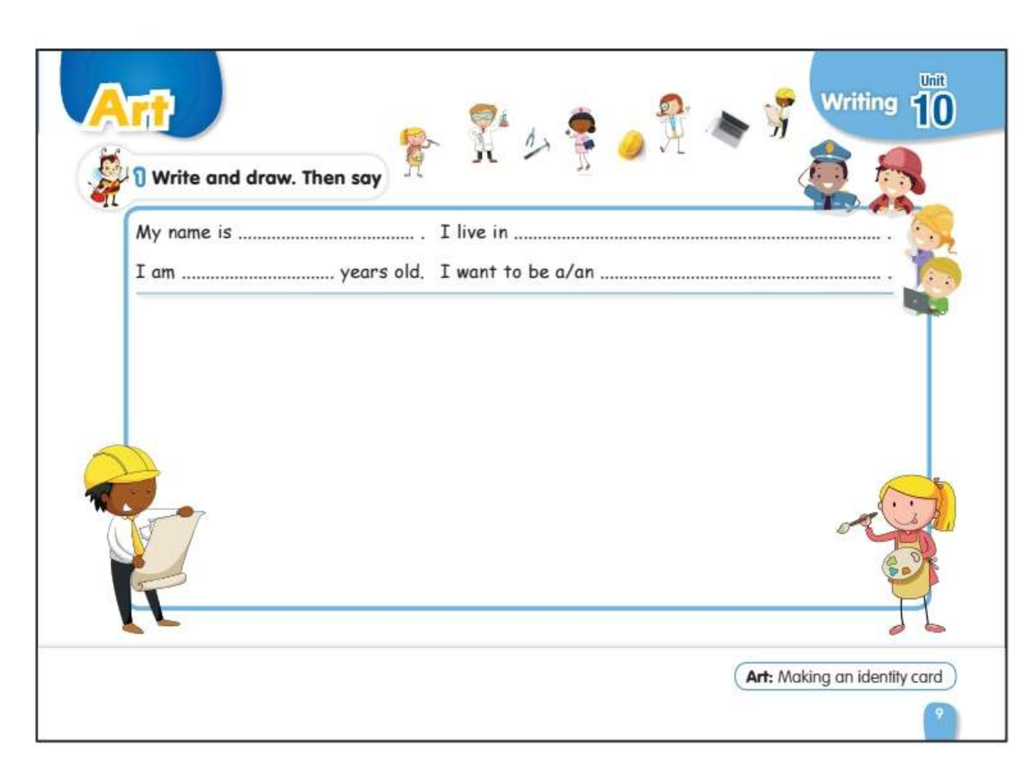
1 Help students to find page 8.
2 Ask students to look at the pictures: *Look! What can you see?* Elicit the names of the jobs. Explain that the children are talking about the jobs they want to do.
3 Play the CD and stop after the first sentence. Encourage students to point to and number the sentence they hear.
4 Do the same for the other sentences. Pause after each sentence to check they have numbered the correct picture from 1-5.
5 Play the CD again if necessary. Pause after each sentence and ask students to repeat.



6 Say each sentence without the recording. Get the students to repeat. You could try backchaining: *A firefighter* (students repeat). *To be a firefighter* (students repeat). *I want to be a firefighter* (students repeat).
7 Do the same for each sentence.

Audioscript

Narrator: *One*
Boy 1: *I want to be a police officer.*
Narrator: *Two*
Boy 2: *I want to be a firefighter.*
Narrator: *Three*
Girl 1: *I want to be an engineer.*
Narrator: *Four*
Boy 3: *I want to be a soldier.*
Narrator: *Five*
Girl 2: *I want to be a doctor.*



LESSON 4

page 9

1 Write and draw. Then say

1 Help students to find page 9. Look at the page with the class and explain that they are going to draw a picture showing what they want to be, like the pictures on page 8 then write their name and their ages. Finally, they are going to complete the sentence at the bottom of the page.
2 Distribute pencils to each child.
3 Go around the class to monitor and help as necessary. Note that students may want to do something that is not shown in the book. You might want to give them the English word for this so that they can tell the class about it later.
4 For the writing part, encourage students to copy the words from the book (or to use the word you gave them). Remind them to use *an* (not *a*) with *engineer*.
5 Encourage students to show their pictures to their partners and to read out their sentences. Praise all good work.



Fast finishers

- Give students some modeling clay and ask them to make an object that they could use in their job, for example, a spanner for the engineer or a hose for the firefighter.

LESSON 5 page 10

Objectives: To identify processes
To find out how a T-shirt and bread are made
To identify what things are made of

Vocabulary: *cotton, T-shirt, fabric, clothes, make, bread, flour, wheat, made from/ of*

Materials: Student's Book, pages 10 and 11
Class CD
Pictures from a magazine of a dentist, doctor, engineer, firefighter, people, police officer, teacher, vet for the opener activity.
A T-shirt, some raw cotton, a pencil, some bread, some flour, wheat and a piece of wood if available (or pictures of these items)
A picture of a fabric and clothes

Opener

- Play *Memory* (Games bank, page 105) using the pictures of the jobs.

Presentation

1 Show students a T-shirt. Say *T-shirt* and ask students to repeat.
2 Now show them the raw cotton. Teach the word *cotton* and ask students to repeat. Explain that in today's lesson, they are going to find out how the cotton becomes a T-shirt.
3 Point out that they do not need to know all the words to complete today's lesson. However, use the pictures to present *fabric* and *clothes*. Mime cleaning something and present *clean*.

1 Listen and follow

1 Help students to find page 10.
2 Ask them to identify any of the things they can see in the pictures.
3 Explain that you are going to play the CD. They are going to listen and point to the pictures to follow the process of how a T-shirt and bread are made.
4 Play the CD and stop after the first sentence. Make sure students are pointing to the correct picture.
5 Do the same for the other sentences.



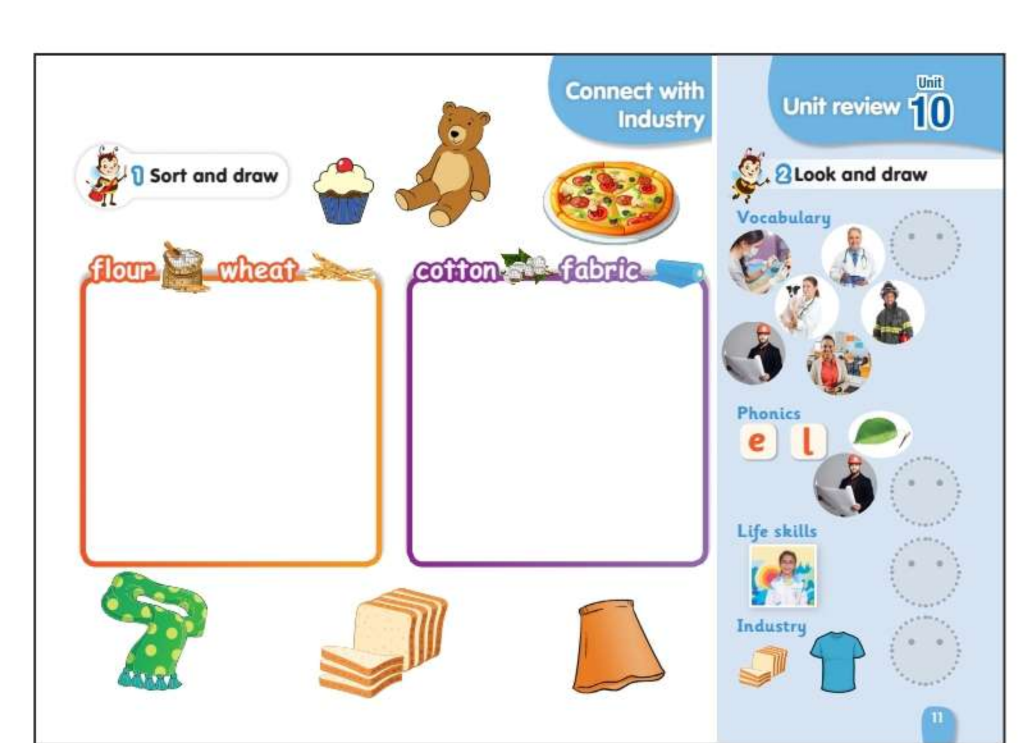
Audioscript

1 A T-shirt is made of fabric. Fabric is made from cotton.
2 Bread is made from flour. Flour is made from wheat.

Extra practice

❑ Say the sentences in random order. Students point to the correct picture.





LESSON 5 page 11

Presentation

1 Hold up a T-shirt and say *A T-shirt is made of fabric*. Ask students to repeat.
2 Now hold up a pencil and show students a piece of wood. Say *A pencil is made of wood*. Students repeat.
3 Show students some bread and some flour. Say *Bread is made from flour*. Students repeat.
4 Show students flour and wheat. Say *Flour is made from wheat*. Students repeat.

1 Sort and draw

1 Draw two tables on the board. Put the flash cards of *flour* and *wheat* on one table and *cotton* and *fabric* on the other. Point to the flash cards and elicit the words and then write *flour*, *wheat*, *cotton* and *fabric*.
2 Show students the flash cards of *cake*, *teddy bear*, *pizza*, *scarf*, *bread* and *skirt* and elicit the words from the students.
3 Demonstrate by asking *Is cake made from fabric*? (No). Elicit *It's made from flour*. Put the flash card of *cake* in the flour and wheat table.
4 Help students to find page 11. Ask students to look at the pictures in Exercise 1 and tell them they are going to draw each item in the correct table.
5 Go around the class to monitor and help if necessary. After they finish, check the answers as a class and then sort the flash cards on the board into the correct table.

2 Look and draw

1 Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the jobs.
2 Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3 Draw the letters *e* and *l* on the board. Point to the photo of the engineer. Ask *What is it*? to elicit *engineer*. Ask students to point to *e* or *l* on the board. Which is the correct letter for this word?
4 Point to the leaf. Ask *What is it?* to elicit *leaf*. Ask students to point to the correct letter on the board.
5 With your back to the class, write a large letter *e* in the air with a finger. Make the starting point and the direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *l*.
6 Ask your students to draw a smile on the face next to the *Phonics* if they know these letters and sounds.
7 Point to the *Life skills* photo. Say *I want to be a teacher. And you?* Help students to answer *I want to be a/an…*
8 Ask students to draw a smile if they can say what they want to be.
9 Finally, ask students to point to the *Industry* picture. Ask students to identify the T-shirt. Help students to say *A T-shirt is made of fabric*.
10 Ask students to draw a smile on the face if they can say what things are made of.

Practice game

- Play *What's (Who's) missing?* (Games bank, page 106) using pictures of jobs from magazines.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about jobs. Can you name any of the jobs you learnt? We can talk about what things are made of.*
- Say *Next we will talk about the weather.*

Unit 10

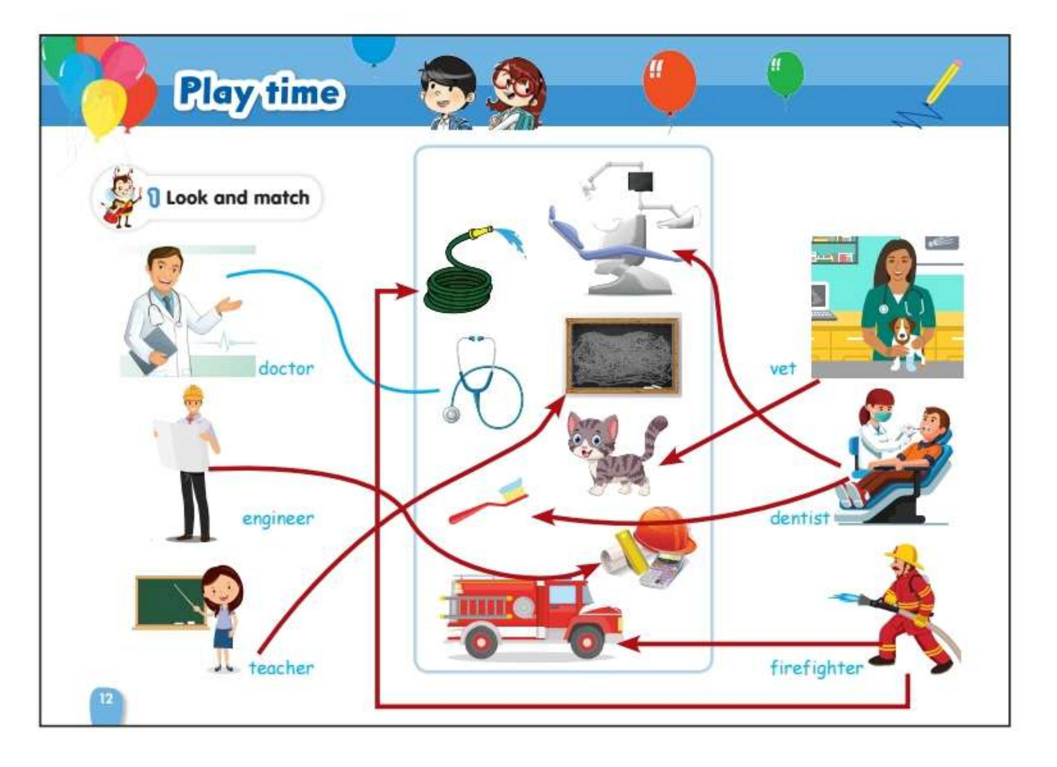
PLAY TIME page 12

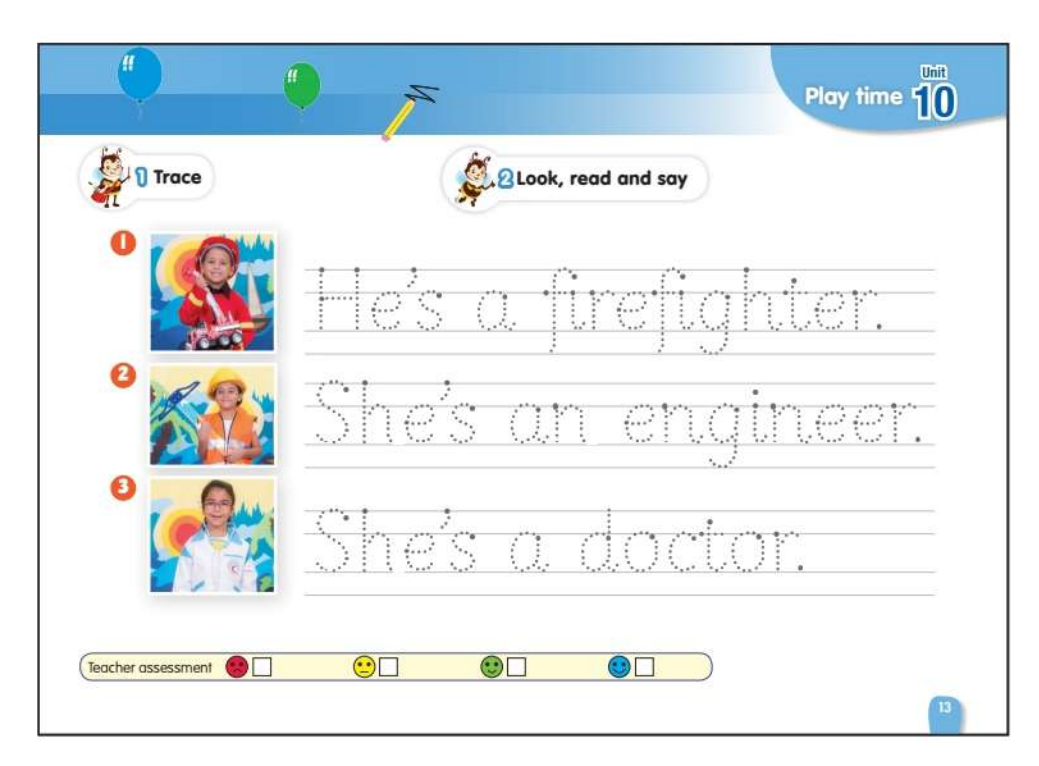


- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

1 Ask students to look carefully at the three pictures on the left and the three pictures on the right, showing jobs.
2 Tell students that each job is connected to one or two of the objects that are shown in the middle of the page, like the example.
3 Students should match the jobs to one of the objects. Ask students to work in pairs. They can say the jobs and point at the pictures.







PLAY TIME page 13



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Trace

1 Ask students to say what they can see in the pictures.
2 Students carefully trace over the letters to make sentences.

2 Look, read and say

1 Students take turns to read their completed sentences to a partner.
2 Ask a few students to read their sentences to the class.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students' a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.

Unit 11

LESSON 1 page 14

Objectives: To talk about the weather
To say what you like and why
To recognize and count syllables in words.

Vocabulary: *cloudy, cold, day, hot, like, rainy, sunny, today, windy*

Language: *It's rainy/windy/cloudy/sunny/hot/cold. I like rainy days.*

Materials: Student's Book, pages 14 and 15
Class CD
A soft ball for the unit opener
Pictures to represent the weather: sunny, cloudy, rainy, windy

Opener

- Play *Catch and say (1)* (Games Bank, page 104) with the names of jobs from Unit 10.

Presentation

1 Use pictures to present and practice the new vocabulary for weather: *sunny, cloudy, rainy, windy.*
2 Put the pictures on the board. Point to them and say the words. Clap twice as you say each word, with a slightly louder clap on the first syllable so students know where the stress is in the word. Ask the students to repeat several times.
3 Point to each picture in turn and ask *What's this?* Students say the words. Vary the order of the pictures.
4 Use calling sticks to choose individual students to come to the front of the class. point to a picture on the board, say *(Ali), what's this?* Help the student to say the word.
5 Mime being *hot* and present hot. Students repeat several times.
6 Do the same for *cold.*
7 Draw a big smiley face on the board and present *like*. Look out of the window and say *It's (sunny) today! I like (sunny) days!* Smile as you do this so students know you are happy. Say *I like (sunny) days!* Students repeat.



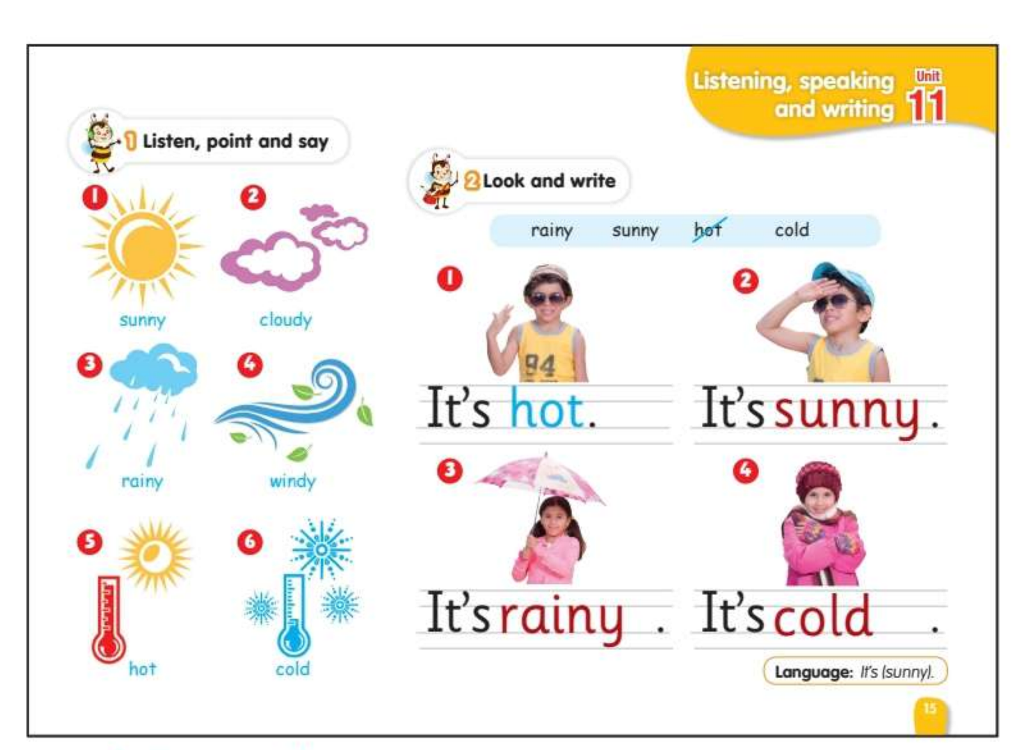
1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 14-15, and say *Open your books.*
2 Ask students to look at the pictures and name any characters they recognize (Hany, Amira, Hana).
3 Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Praise all correct answers.
4 Point to your eyes and then cup your ears and say *Look and listen.*
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat.* Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Amira: *It's rainy today!*
Hana: *I like rainy days! It's windy, too.*
Hany: *Whooa! My umbrella!*





Extra practice

- Play *Teacher says (2)* (Games bank, page 106) using the pictures of the weather words (sunny, cloudy, rainy, windy). Hold up a picture of e.g. *rainy* and say *I like rainy days!* Students say *Yes*. Then hold up a picture of e.g. *windy* and say *I like sunny days!* Students say *No*. Repeat with the different pictures.

LESSON 1 page 15

1 Listen, point and say

1. Hold up your Student's Book and point to Exercise 1 on page 15.
2. Say *hot* and make sure students are pointing to the correct picture.
3. Say *Listen*. Play the CD and demonstrate pointing to each picture as it is named.
4. Play the CD again, word by word, and ask students to point and repeat.

Audioscript

sunny
cloudy
rainy
windy
hot
cold

2 Look and write

1. Ask students to look at the pictures of the boy and the girl. Read the words in the box at the top. Point to picture 1 and encourage them to read the example answer: *It's hot*.
2. Point to picture 2. Say *It's…* and elicit a suitable answer (*sunny*). Ask students to write *sunny* in the gap.
3. Repeat for pictures 3 and 4.
4. Ask students to read the completed sentences aloud.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Look out of the window and say *It's…* and elicit the correct weather from the students, e.g. *It's sunny*. Say *I like sunny days! And you?* Gesture to the students and encourage them to say *I like sunny days, too*.
- Say *Next we will learn about the /w/ and /m/ sounds*.
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 11

LESSON 2 page 16

Objectives: To recognize and produce the letter sounds /w/ and /m/
To find words with the /w/ and /m/ sounds
To copy and trace the letters *w* and *m*

Vocabulary: *windy, window, watch, moon, map, mat*

Language: *It's rainy/windy/cloudy/sunny/hot/cold. I like rainy days.*

Materials: Student's Book, pages 16 and 17
Class CD
Pictures to represent the weather: sunny, cloudy, rainy, windy
A map of Egypt
Modeling clay for the *Fast finishers* activity

Opener

- Revise weather words from the previous lesson using the pictures.
- Play *What's missing* (Games bank, page 106) to practice them further.

Presentation

1 Point to the picture that represents windy and say *What's this?* Elicit *windy.*
2 Write the letter *w* on the board.
3 Point at the letter and say /*w*/. Students repeat the sound /*w*/ with you.
4 Point at the picture again and elicit *windy.*
5 Write *windy* on the board and circle the initial *w*. Point to the letter and then the picture quickly, saying /*w*/*windy*. Ask students to repeat.
6 Draw a moon on the board and say *What's this?* Teach *moon.*
7 Write the letter *m* on the board.
8 Point at the letter and say /*m*/. Students repeat the sound /*m*/ with you.
9 Point to the moon again and elicit *moon.*
10 Write *moon* on the board and circle the *m*. Point to the letter and moon, saying /*m*/ *moon.* Ask the students to repeat.



1 Listen and repeat

1 Help students to find page 16.
2 Point to the picture of windy and ask *What's this?* Students say *windy.*
3 Then point to the letter *w* on the page and say the sound /*w*/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Play the CD several times so students can mirror and practice the correct pronunciation.
6 Repeat steps 2–5 with /*m*/ and *moon.*

Audioscript

/w/, /w/ *windy*

/m/, /m/ *moon*





2 Look and circle m and w

1. Point to the window in your classroom and mime blowing wind to present windy. Then show students your watch to present watch. Show them the map of Egypt to present map.
2. Look at the pictures with the class and present *moon*. Say all the words together with the class.
3. Point to the window. Say the word *windy*. Say /w/ *windy*. Point to the *w* and show the students how to draw a circle around it. Do the same with *moon* and *m*. Ask the students to draw a circle around *m*.
4. Repeat for the other words on the page.

Extra practice

❏ Point to each picture and ask the class to say the correct sound and word.



LESSON 2 page 17

1 Look, trace and complete

1. Model the letter formation of the letter *m*. Say the sound /m/. With your back to the class, write a larger letter *m* in the air with a finger. Make the starting point and direction of writing clear.
2. Students copy the letter in the air several times, saying the letter sound as they do so.
3. Model the correct way to write the letter *m* on the board.
4. Now model the letter formation of the letter *w*. Say the sound /w/. With your back to the class, write a larger letter *w* in the air with a finger. Make the starting point and direction of writing clear.
5. Students copy the letter in the air several times, saying the letter sound as they do so.
6. Model the correct way to write the letter *w* on the board.
7. Help the students to find page 17.
8. Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
9. Ask students to trace over the dotted letter *m* in their books with a finger first. Encourage students to say the sound and the word as they copy the letter.
10. Ask them to trace the letter *m* with a pencil, making sure they follow the direction of the arrows.
11. Now ask students to copy the letter *m* twice for mom and encourage them to repeat the word several times.
12. Read the three words to the students.
13. Repeat stages 7-10 for the letter *w*.
14. Read the completed words to the students. Students say the completed words.

Fast finishers



- Give students some modeling clay and ask them to make the shape of the letter *m* or *w*. If they have time, they can also make other letters which they know.

Closing

- Ask students to tell you what letters they know and what letter sounds they make.
- Say that they will be looking at colors in the next lesson.

LESSON 3 page 18

Objectives:	To talk about colors To talk about mixing colors To use words related to the weather
Life skills:	Communication
CLIL:	Art and Science
Vocabulary:	*purple, make, sun, sky, cloud, rain, rainbow, colorful*
Materials:	Student's Book, pages 18 and 19 Class CD Pictures to represent the weather: sunny, cloudy, rainy, windy Colored objects (pencils, crayons, paints, books, etc.) to represent the colors red, orange, yellow, green, blue, black, purple

Opener

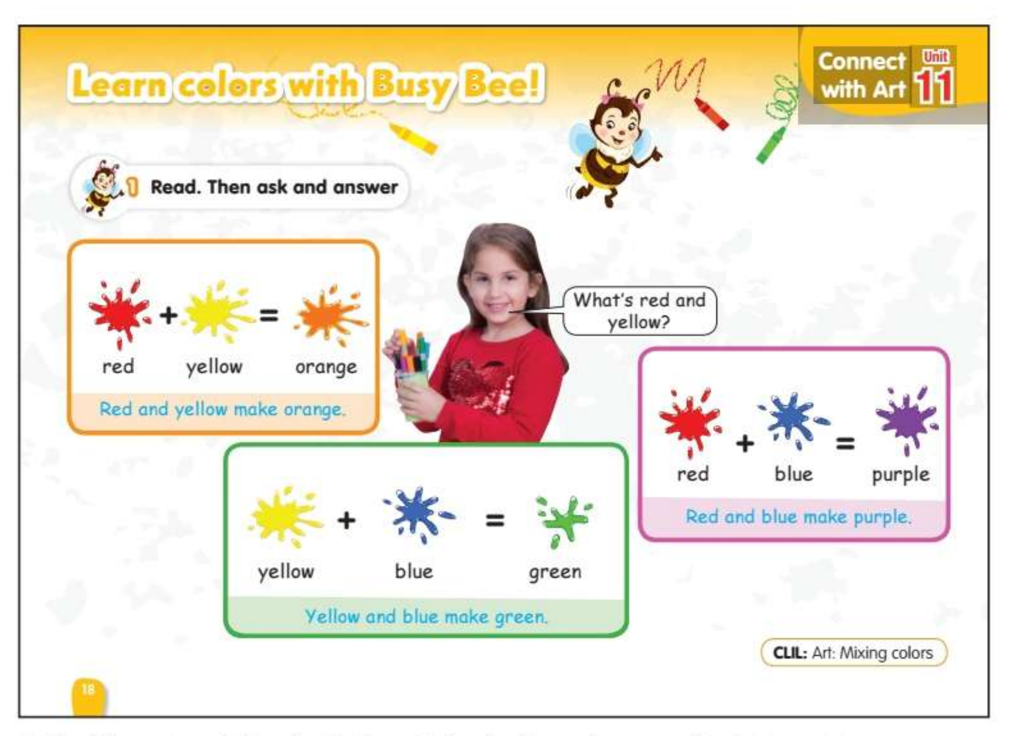
- Play *What's missing* (Games bank, page 106) to practice weather words using the pictures of sunny, cloudy, rainy, windy.

Presentation

1 Use the colored objects to revise the colors: *red, orange, yellow, green, blue, blac*k. Hold up an object on one color, say the word and ask students to repeat. Repeat for all the colors several times.
2 Present the word *purpl*e. Hold up an object that is purple, say the word and ask students to repeat.
3 Say *Now find purple*. Ask students to look and find purple things in the classroom. Repeat for all the other colors. They do not need to name all the objects they point to, they are just indentifying the colors. However, praise students who can name the object and the color. Say *Well done!*

1 Read. Then ask and answer

1 Help students to find page 18.
2 Ask students to look at the pictures: *Look! What can you see?* Elicit the names of the colors.
3 Point to the first box and ask students to name the colors (*red, yellow, orange*).
4 Point to the girl's speech bubble and read the question: *What's red and yellow?* Students repeat.



5 Read the sentence below the first box: *Red and yellow make orange*. Students repeat.
6 Repeat steps 1-3 for the other two boxes.
7 Now ask the question for each box. Students answer.





LESSON 3 page 19

1 Look, listen and say

1. Help students to find page 19. Ask students to say what they can see in the picture. Elicit *Rainbow*. Say *What colors can you see*?
2. Play the CD. Students listen and point to the word they hear.
3. Play the CD again. Students listen and repeat.
4. Explain that the rainbow has many colors, so it is *colorful*. Say the word and ask students to repeat.

Audioscript

sun, sky, rainbow, rain, cloud

2 Look, listen and point

1. Hold up your book. Ask students to say what they can see in the pictures.
2. Play the CD. Students listen and point to the correct pictures.
3. Play the CD again. Students listen and repeat.
4. Explain that when the sun rises after the rain, a rainbow appears.

Audioscript

It's rainy.
It's sunny.
It's a rainbow. It's colorful!

Extra practice

- ❏ Ask students to say what they can see in the classroom or in their books which is colorful.
- ❏ Ask them to show their findings to the class.

Closing

- Ask students to look out of the window and to say what they can see (sky, sun, clouds, etc).
- Say *Next we will learn about the seasons*.
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 11

LESSON 4 page 20

Objectives: To identify the seasons
To identify governorates in Egypt
To say the weather forecast

Vocabulary: *Spring, Summer, Winter, Fall*

Language: *It's rainy/windy/cloudy/sunny/hot/cold.*

Materials: Student's Book, pages 20 and 21
Class CD
Pictures to represent the seasons: Spring, Summer, Winter, Fall
A map of Egypt

Opener

- Play *Catch and say (1)* (Games bank, page 104) using weather words and colors.

Presentation

1 Use the pictures to present the seasons. Say each word and get students to repeat.
2 Say a season and ask students to point to the correct picture. Then point to a picture and ask students to say the word.

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 20.
2 Say *Spring* and make sure students are pointing to the correct picture.
3 Say *Listen*. Play the CD and demonstrate pointing to each season as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

Spring
Summer
Fall
Winter



Extra practice

- Mime being cold and ask students to name the season (*winter*). Then mime being hot and elicit *summer*, and mime walking in wind and elicit *fall*.





LESSON 4 page 21

Presentation

- Show students a map of Egypt. Ask them if they can identify any of the places on the map. Can they point to where they live?

1 Look, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 21. Point to each governorate on the map, say it and ask students to repeat.
2 Point to and read the girls' speech bubbles. Ask students to repeat.
3 Now name another governorate, e.g. *Aswan*. Elicit a correct sentence, e.g. *It's sunny*. Do the same for each governorate.
4 Now ask students to work in pairs. One of them says the name of the governorate. The other describes the weather. They can then swap roles.
5 Go around and monitor their work. Praise all good answers.

Fast finishers



- Students can make a seasons poster. They draw the weather for each season.
- They can display their posters on the wall and say what the weather is in each season.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Look out of the window and say *It's...* and elicit the correct weather from the students, e.g. *It's sunny*. Say *I like sunny days! And you?* Gesture to the students and encourage them to say *I like sunny days, too.*
- Say *Next we will read a story.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 11

LESSON 5 pages 22-23

Objectives: To follow a story
To act a story

Vocabulary: *cloud, red, pen, rainbow, play*

Language: Revision of language from the unit

Materials: Student's Book, pages 22 and 23
Class CD
Flash cards or pieces of paper with *rainbow, sky, cloud, rain, sun* written on them

Opener

- Play *Word whispers* (Games Bank, page 106) with the words *rainbow, sky, cloud, rain, sun.*

1 Listen to the story. Then role-play

1. Hold up your Student's Book, open at pages 22-23 and say *Open your books.*
2. Ask students to look at the pictures and name any characters they recognize (Amira and Hana).
3. Ask the students if they know the English words for any of the things or colors they can see in the picture. Tell them to point and say the English word. Praise all correct answers.
4. Cup your ears and say *Listen to the story.*
5. Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6. Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.
7. Ask students to work in pairs. One of them is Amira and one is Hana. Play the CD. Students listen and repeat their part.
8. Now encourage students to read their parts without the CD. Encourage them to role play the parts, using the appropriate gestures.
9. Go around the class to monitor and help as necessary, but do not interrupt unless necessary. Make a note of errors and go over these at the end.
10. You could ask confident students to act out their story to the class at the end.



Audioscript

Narrator: *One*
Amira: *Hello, Hana. What's this?*
Hana: *It's a cloud.*

Narrator: *Two*
Amira: *What's this? Is it a red pen?*
Hana: *No, it isn't!*





2 Look and draw

1 Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the weather words.
2 Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3 Draw the letters *m* and *w* on the board. Point to the picture of the moon. Ask *What is it*? to elicit *moon*. Ask students to point to *m* or *w* on the board. Which is the correct letter for this word?
4 Point to the picture showing windy. Ask *What is it?* to elicit *windy*. Ask students to point to the correct letter on the board.
5 Ask your students to draw a smile on the face next to the *Phonics* if they know these letters and sounds.
6 Point to the *Art* pictures. Say *Red and blue make …?* and elicit *purple*.
7 Ask students to draw a smile if they can talk about colors.
8 Point to the *Science* picture. Ask students to look out of the window. What can they see?
9 Ask students to draw a smile if they can talk about the weather and the sky.
10 Point to the *Geography* picture. Ask them to say the name of the governorate where they live. Can they say what the weather is like?
11 Ask students to draw a smile if they can talk about governorates in Egypt.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can understand a story.*
- Say *Next we will talk about shopping*.

Audioscript

Narrator:	*Three*
Amira:	*Is it a rainbow?*
Hana:	*Yes, it is!*
Narrator:	*Four*
Amira:	*Look! It's a rainbow.*
Hana:	*Let's play outside!*



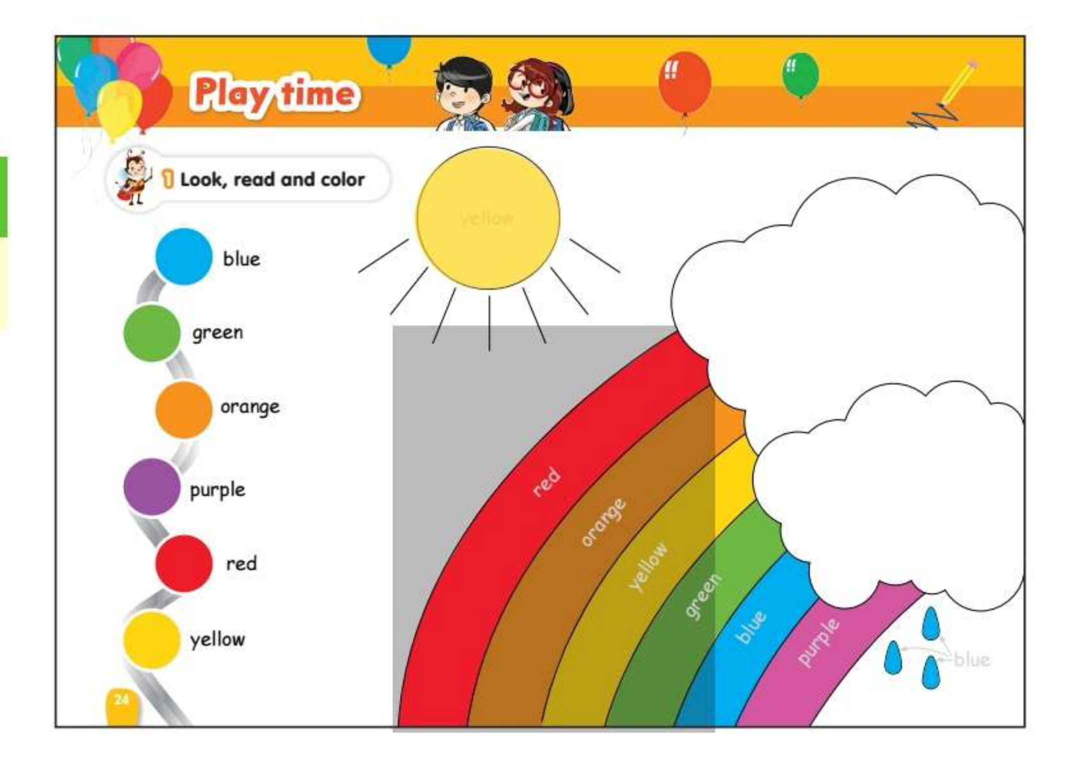
PLAY TIME page 24



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, read and color

1 Ask students to name the colors on the left of the page.
2 Tell students to color the picture on the right using each of the colors.
3 Monitor as they are working. Encourage them to say the colors as they color the picture. Praise students who can make sentences, e.g. *The sun is yellow.*









PLAY TIME



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

1. Ask students to say what they can see in the pictures.
2. Students match the objects in the middle with the season they would associate with each object.
3. Ask students to compare their answers. There may be more than one possible answer.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.



LESSON 1 page 26

Objectives: To identify clothes and colors
To ask and answer questions

Vocabulary: *jacket, socks, sweater, skirt, T-shirt, socks, pants, shoes, zipper*

Language: *What's this? It's a jacket.*
What are these? They're socks. They're yellow.

Materials: Student's Book pages 26 and 27
Class CD
Pictures of a jacket, socks, sweater, skirt, T-shirt, pants, shoes, zipper

Opener

- Play *Mime it* (Games bank, page 105) with the weather words. Mime being hot/cold, mime sunbathing, walking with an umbrella and walking in the wind.

Presentation

1 Use pictures to revise zipper and T-shirt, and to present and practice the new vocabulary for clothes: *jacket, socks, sweater, skirt, socks, pants, shoes*.
2 As you say the new words, clap the number of syllables. Get students to repeat and clap with you.
3 Say an item of clothing. Ask students to point to the item if they are wearing it. Get them to say the word.
4 Now present *this/these*. Hold up a pencil and say *What's this?* Students answer.
5 Hold up two or more pencils and say *What are these?* Elicit the answer *They're pencils.*
6 Repeat the question and ask students to repeat.
7 Hold up a pencil and say *What's this?* Students repeat. Then hold up two pencils and say *What are these?* Students repeat.
8 Say the two questions one after the other, so students can hear the difference. Get students to say the two questions too.

1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 26–27, and say *Open your books.*
2 Ask students to look at the pictures and name any characters they recognize (Hany, Hana, Mother).
3 Ask the students if they can name any of the clothes or colors they can see. Tell them to point and say the word. Praise all correct answers.



4 Point to your eyes and then cup your ears and say *Look and listen.*
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat.* Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Hany:	*What's this?*
Mother:	*It's a jacket.*
Hana:	*What are these?*
Male shop assistant:	*They're socks.*
Shop assistant's son:	*They're yellow.*

Extra practice

❑ Play *Guess the picture* (Games bank, page 105). As you draw each picture, say *What's this*? or *What are these?* Students answer *It's a…* or *They're…*.





LESSON 1 page 27

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 27.
2 Say *zipper* and make sure students are pointing to the correct picture.
3 Say *Listen*. Play the CD and demonstrate pointing to each picture as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

sweater jacket skirt T-shirt socks pants shoes zipper

2 Ask and answer

1 Ask students to look at Exercise 2 on page 27. Read the speech bubbles and ask students to repeat.
2 Check they understand the task. Point to a picture in the book, e.g. *socks*. Ask *What are these?* and elicit the correct answer.
3 Now ask students to work in pairs and to ask and answer questions about each item in the book. Monitor as they are working to check they are using this/these correctly.
4 Ask a few students to demonstrate their dialogues to the class. Praise all good work.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Hold up singular and plural classroom objects, e.g. *a book, some pens, some rulers, a pencil*. Ask *What's this?/What are these?* Students answer.
- Swap roles. Ask students to point to or hold up classroom objects and to ask you the questions.
- Say *Next we will learn about the /j/ and /v/ sounds.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.



LESSON 2 page 28

Objectives: To recognize and produce the letter sounds /dʒ/ and /v/
To copy and trace the letters *j* and *v*

Vocabulary: *jump, jacket, jam, van, violin, vet*

Materials: Student's Book pages 28 and 29
Class CD
Pictures of a jacket, socks, sweater, skirt, T-shirt, pants, shoes, zipper, violin and jam
Modeling clay for the *Fast finishers* activity

Opener

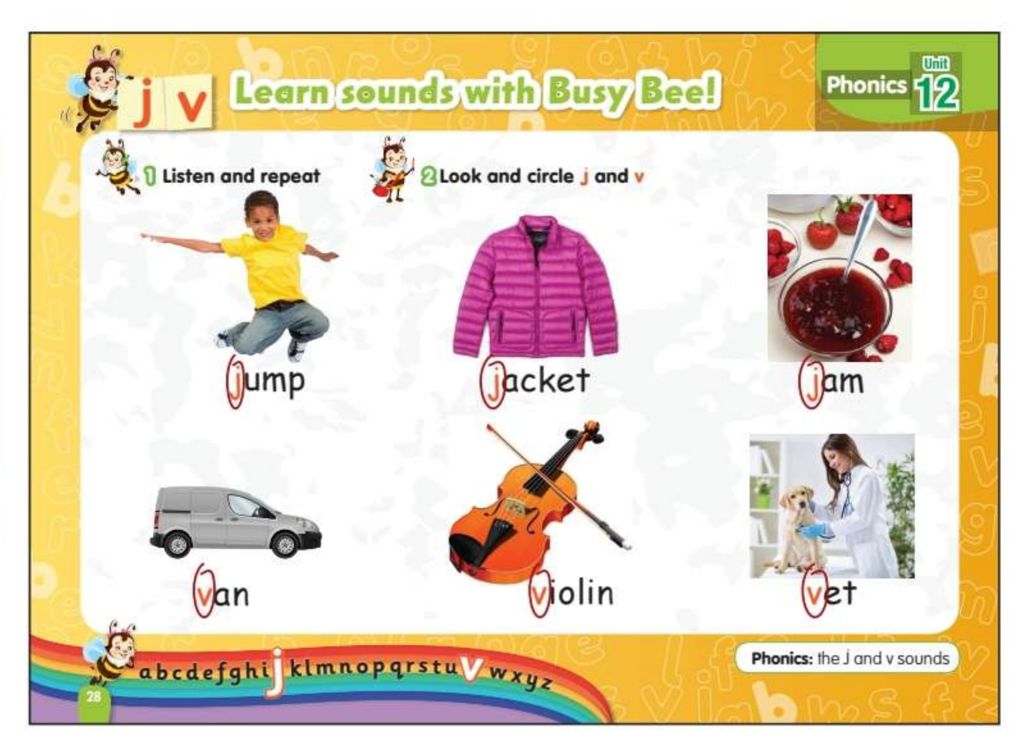
- Revise clothes from the previous lesson using the pictures.
- Play *Word whispers* (Games bank, page 106) to practice them further.

Presentation

1 Use the pictures to present *violin* and *jam*. Say *Let's play the violin!* Mime playing the violin and get students to join in.
2 Mime jumping and elicit the word *jump*. Say *jump* and ask students to repeat.
3 Write the letter *j* on the board.
4 Point at the letter and say /dʒ/. Students repeat the sound /dʒ/ with you.
5 Mime jumping again and elicit *jump*.
6 Write *jump* on the board and circle the initial *j*. Point to the letter and then the picture quickly, saying /dʒ/ *jump*. Ask students to repeat.
7 Draw a van on the board and say *What's this?* Elicit *van*.
8 Write the letter *v* on the board.
9 Point at the letter and say /v/. Students repeat the sound /v/ with you.
10 Point to the van again and elicit *van*.
11 Write *van* on the board and circle the *v*. Point to the letter and *van*, saying /v/ *van*. Ask the students to repeat.

1 Listen and repeat

1 Help students to find page 28.
2 Point to the picture of the boy jumping and elicit *jump*.
3 Then point to the letter *j* on the page and say the sound /dʒ/. Students repeat after you. Practice this several times.



4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Play the CD several times so students can mirror and practice the correct pronunciation.
6 Repeat steps 2-5 with /v/ and *van*.

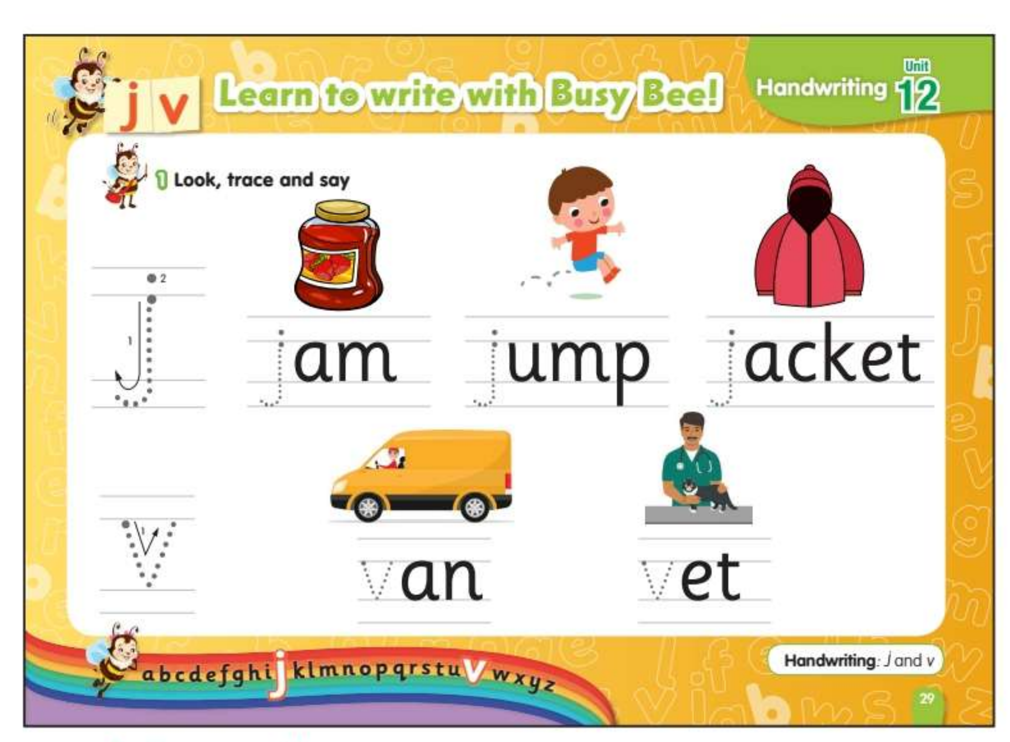
Audioscript

/dʒ/, /dʒ/	/v/, /v/
jump	*van*

2 Look and circle j and v

1 Look at the pictures in the book with the class. Say all the words and get the students to repeat.
2 Point to the boy jumping. Say the word *jump*. Say /j/ *jumping*. Point to the *j* and show the students how to draw a circle around it. Do the same with *van* and *v*. Ask the students to draw a circle around *v*.
3 Repeat for the other words on the page.





Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 2 page 29

1 Look, trace and say

1. Model the letter formation of the letter *j*. Say the sound /dʒ/. With your back to the class, write a larger letter *j* in the air with a finger. Make the starting point and direction of writing clear.
2. Students copy the letter in the air several times, saying the letter sound as they do so.
3. Model the correct way to write the letter on the board.
4. Help the students to find page 29.
5. Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
6. Ask students to trace over the dotted letter *j* in their books with a finger first. Encourage students to say the sound and the word as they copy the letter. Make sure they put the dot over the letter.
7. Ask them to trace the letter *j* with a pencil, making sure they follow the direction of arrows.
8. Read the three words on the right of the page to the students. Ask them to trace the letter *j* for each word.
9. Read the three words to the students. Students say the completed words.
10. Repeat steps 1-9 for the letter *v*.

Fast finishers



- Give students some modeling clay and ask them to make the shape of the letters *j* and *v*. If they have time, they can also make other letters which they know.

Closing

- Ask students to tell you what letters they know and what letter sounds they make.
- Draw the letters *v* and *j* on the board and explain that they will be writing words that use these letters in the next lesson. Ask them if they can name any words that start with these letters. Praise all good answers.



LESSON 3 page 30

Objectives: To write words with the initial /dʒ/ and /v/ sounds
To identify letter sounds in short words
To link words to make sentences
Read short sentences

Vocabulary: *violin, jam, jump, five, van, pajamas, socks, jacket, T-shirt, shoes*

Language: *It's a (T-shirt). They're (shoes).*

Materials: Student's Book pages 30 and 31
Class CD

Opener

- Play *Catch and say 1* (Games bank, page 104) using words they know that begin with *j* or *v* They can look at the pictures on page 28 if they need help.

1 Listen and write the first letter

1 Help students to find page 30. Point to the pictures in Exercise 1 and ask students to say what they can see.
2 Point to the first picture (violin). Copy the word on the board leaving a space for the *v* letter. Elicit *violin*. Play the CD for the students to listen and repeat.
3 Explain that they are going to listen to each word. They must listen and write the first letter of the words they hear.
4 Play the CD. After the first word, pause and check that students are writing the letter correctly.
5 Do the same with the remaining words. Go around and check they are doing this correctly.

Audioscript

1 *violin* 2 *jam* 3 *jump*

2 Listen and write the missing letter

1 Point to the first picture and elicit the word *five*. Ask students to tell you the first letter (*f*). Now ask them to tell you the second letter (*i*).
2 Point to the missing letter and ask students to say it. Praise students who can identify *(v)*.



3 Copy the word on the board leaving a space for the *v* letter. Write the letter in a different color and repeat the word several times. Encourage the students to repeat with you.
4 Explain that they are going to write the missing letter of the words they hear.
5 Play the CD. Pause after the first word. Check that students are writing the correct letter.
6 Repeat for *van* and *pajamas*.

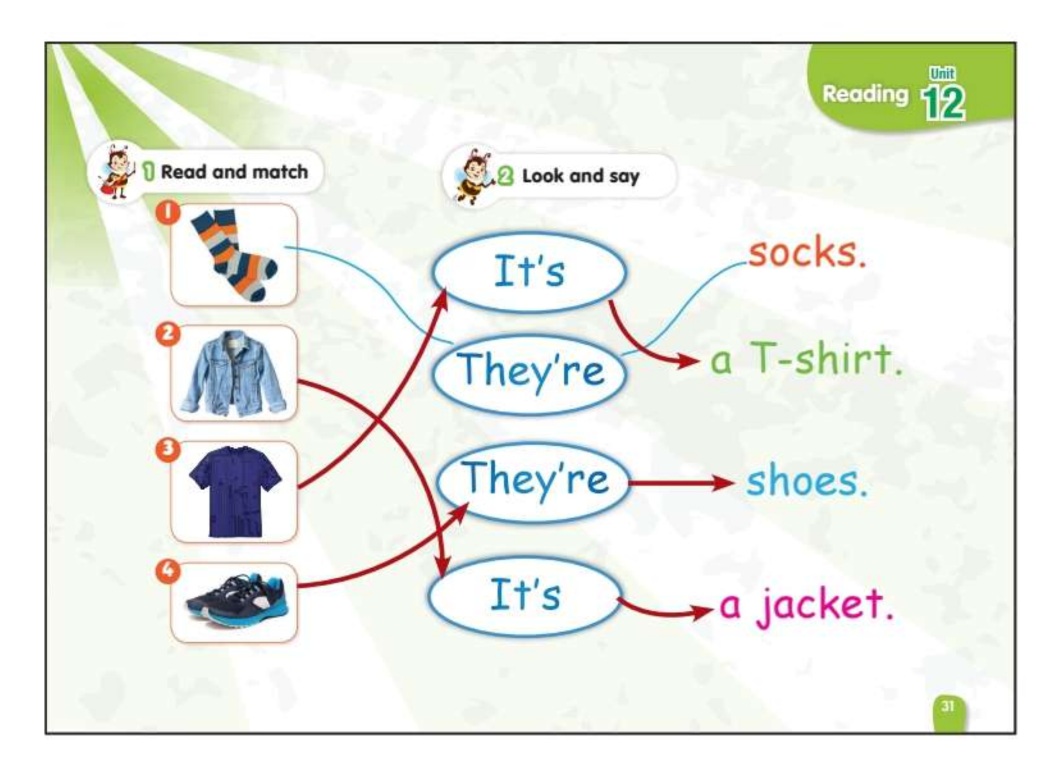
Audioscript

1 five *2 van* *3 pajamas*

Extra practice

❑ Ask students if they can name any other words with *u*, *e* or *a* in the middle, e.g. *jump, ten, jam*. Praise all good answers.





LESSON 3 page 31

1 Read and match

1. Help students to find page 31 and to look at the pictures. For each one, ask a question: *What's this?/What are these?* Elicit the answers.
2. Point to the socks again and say *What are these?* Elicit *They're socks*. Now point to the words in the middle and on the right of the page. Show students how you can join the words to make a sentence.
3. Point to the picture of the jacket and ask *What's this?* Elicit *It's a jacket*. Now ask students to find the words on the page that can make this sentence. Make sure they can draw a line between the two correct parts of the sentence.
4. Do the same with the last two pictures, or you could ask the students to do this in pairs without help. Monitor as they are working to check they are doing this correctly.

2 Look and say

1. Ask students to say the completed sentences.
2. They can do this first in pairs, and then as a class.

Closing

- Draw the letters *j* and *v* on the board. Point to them and elicit the sounds.
- Encourage students to say words they know which start with these two letters. Praise all good answers.
- Say that in the next lesson, they are going to talk about tidying up.



LESSON 4 pages 32-33

Objectives: To understand a story
To act a story

Life skills: Self-management, cooperation, self-esteem

Vocabulary: *put away, tidy up*

Language: Revision of language from the unit

Materials: Student's Book pages 32 and 33
Class CD
Pictures of a jacket, socks, sweater, skirt, T-shirt, pants, shoes, zipper

Opener

- Play a version of *What's this?* (Games bank, page 106) with the pictures of the clothes. Include the question *What are these?* too.

Presentation

1 Ask students what they do at the end of each school day. Remind them of the importance of tidying up and keeping the room tidy. Tell them that they always put away their books, pens, pencils etc. Present *put away* and get students to repeat.
2 Ask students what they put away in their houses. Praise all good answers. Remind them that it is important for them to tidy up in their homes too.
3 Tell them that in today's lesson, they will read a story about tidying up at home.

1 Listen to the story. Then role-play

1 Hold up your Student's Book, open at pages 32–33 and say *Open your books.*
2 Ask students to look at the pictures and name any characters they recognize (Hany, Hana, Mother, Father).
3 Ask the students if they know the English words for any of the things or colors they can see in the picture. Tell them to point and say the English word. Praise all correct answers.
4 Cup your ears and say *Listen to the story.*
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.



7 Ask students to work in groups of four. One of them is Hany, one is Hana, one is Mother and one is Father. Play the CD. Students listen and repeat their part.
8 Now encourage students to read their parts without the CD. Encourage them to role-play the parts, using the appropriate mimes and gestures.
9 Go around the class to monitor and help as necessary, but do not interrupt unless necessary. Make a note of errors and go over these at the end.
10 You could ask confident students to act out their story to the class at the end.

Audioscript

Narrator: *One*
Father: *Let's put the clothes away.*
Mother: *Hany and Hana, please help.*

Narrator: *Two*
Hany: *Is this your skirt?*
Hana: *Yes, it is.*





Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *Let's put our books and pens away.* Make sure students respond to this.
- Say that in the next lesson, they will make a weather spinner and talk about the clothes they wear in different kinds of weather.



Audioscript

Narrator: *Three*
Hana: *Are these your pants?*
Hany: *Yes, they are.*

Narrator: *Four*
Father: *Is this my T-shirt?*
Hany: *No, it isn't. This is your T-shirt.*



LESSON 5 page 34

Objectives:	To make weather spinners To talk about clothes
Life skills:	Cooperation, creativity, communication and self-management, safety awareness
Values:	Participation and self-esteem
Vocabulary:	*jacket, socks, sweater, skirt, T-shirt, pants, shoes*
Language:	*It's hot/cold/sunny/rainy/windy.*
Materials:	Student's Book pages 34 and 35 Class CD A completed weather wheel like the one on page 35 Pieces of paper Coloring pencils or crayons Scissors and glue Split pins Pictures showing different kinds of weather: hot, cold, sunny, rainy, windy, cloudy Pictures of a jacket, sweater, T-shirt, skirt, umbrella

Opener

- Play *Circle it* (Games bank, page 104) with the letters *j* and *v*.

Presentation

1 Revise weather words. Use the pictures to revise *hot, cold, sunny, rainy, windy, cloudy*. Ask students to look out of the window and to say what the weather is like today. Revise the seasons, too: *Spring, Summer, Fall, Winter*.
2 Explain that they are going to make a weather spinner and talk about the clothes they wear in different types of weather. Show them a completed weather spinner prepared beforehand, so they know what they are making.

1 Work in groups. Draw and make a seasons chart

1 Hold up your Student's Book, open at pages 34–35, and say *Open your books*.
2 Ask students to look at the pictures and explain that the children are making their own weather spinners. Point out that the children are working together and sharing the materials.



3 Distribute colored pencils/crayons, scissors, glue and the split pins. Tell them to cut out circles of paper. They then divide the spinner into four segments to represent the four seasons. They draw different type of weather in each segment. They can also glue on cut outs of, for example, leaves for fall or snow for winter.
4 Students carefully cut out arrows for the spinner, and attach it to the circle using split pins. They may need help doing this.
5 Remind students to be polite to each other as they work and to say *please* and *thank you* if they want their friends to pass them things.

Fast finishers



- In pairs, students show their completed spinners to a partner and say what weather is shown.







2 Role-play what you wear in each season

1. Ask students to look at the picture in the book. What clothes can they see? Ask them why their clothes are different and elicit that they wear different clothes for different types of weather.
2. Say a type of weather, for example, *cold*. Students point to the person wearing clothes for cold weather (the girl in the coat). Do the same for *hot and sunny* (the two boys) and *rainy* (the girl with the umbrella).
3. Now ask students to role-play what they wear in different types of weather. They can work in pairs or small groups. One student says a type of weather, for example *rainy*, the others role-play getting dressed for rainy weather (putting on boots and a coat or putting up an umbrella). Encourage them to say the names of any clothes that they know.
4. Go around and monitor as they are working and praise all good work.

LESSON 5 page 35

1 Show and tell

1. Help students to find page 35. Look at the page with the class and explain that the children are playing a game with the spinners they made.
2. First, they spin the spinner. Then they look at the weather word the spinner is pointing to and say the word, for example, *hot and sunny*.
3. Now they point to the child who is wearing the correct clothes for this type of weather.
4. Students work in pairs to play the game. They spin their own spinners, name the type of weather that is shown, and then point to the correct child in the photo. Encourage them to name the clothes they are wearing.
5. Encourage students to continue until they have talked about all the weather words on their spinners.

Practice game

- Play *Sorting* (Games bank, page 106) using pictures of a jacket, sweater, T-shirt, skirt, umbrella. Students sort them into clothes for hot or cold weather (note that umbrella could go into either).

2 Look and draw

1. Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the words.
2. Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3. Draw the letters *j* and *v* on the board. Point to the picture of the box. Ask *What is it*? to elicit *jacket*. Ask students to point to *j* on the board.
4. Point to the picture showing the van. Ask *What is it?* to elicit *van*. Ask students to point to the correct letter on the board.
5. Ask your students to draw a smile on the face next to the *Phonics* if they know these letters and sounds.
6. Point to the *Life skills* photo. Discuss why it is important to tidy up and put things away. Ask students to draw a smile on the face if they understand why this is important.
7. Point to the *Role-play* picture. Tell students to draw a smile on the face if they understood the story.
8. Finally, point to the weather spinner. Ask students to draw a smile on the face next to the *Science* project photo if they know the different types of weather and what they wear for each weather.

Closing

- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask them *What did we make?* and encourage students to talk about the weather spinners.
- Say *We talked about the weather and the clothes we wear. We worked together in groups.*
- Say *Next we will talk about forms of transportation.*



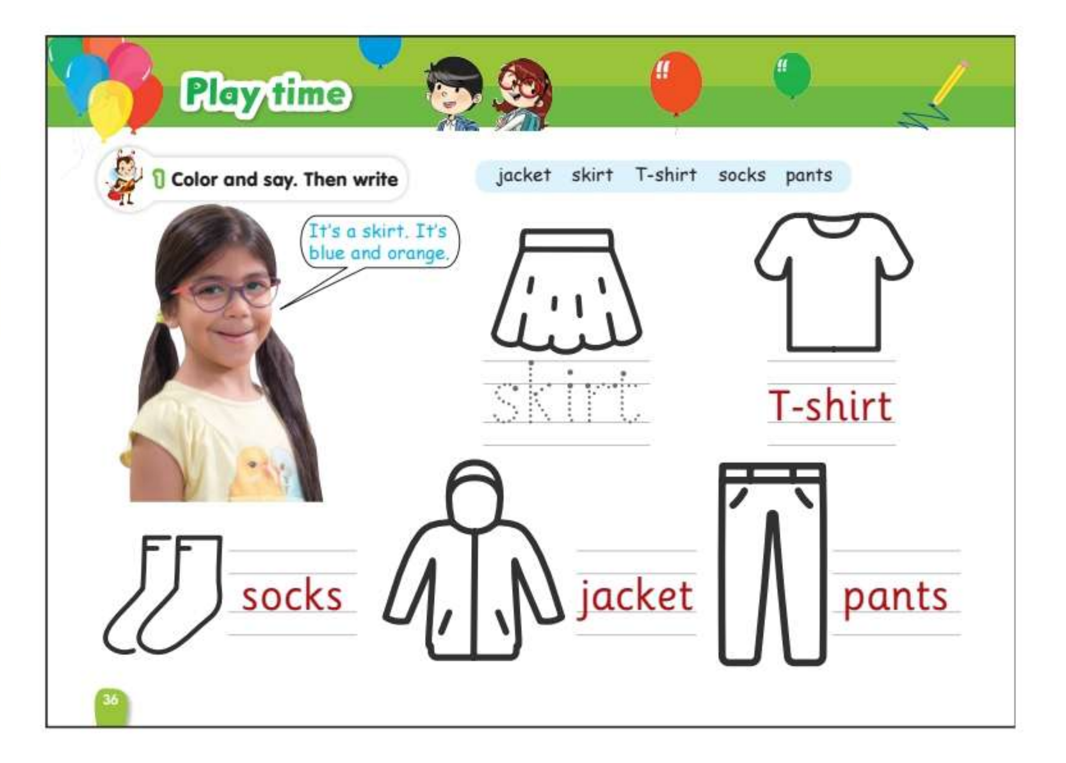
PLAY TIME page 36



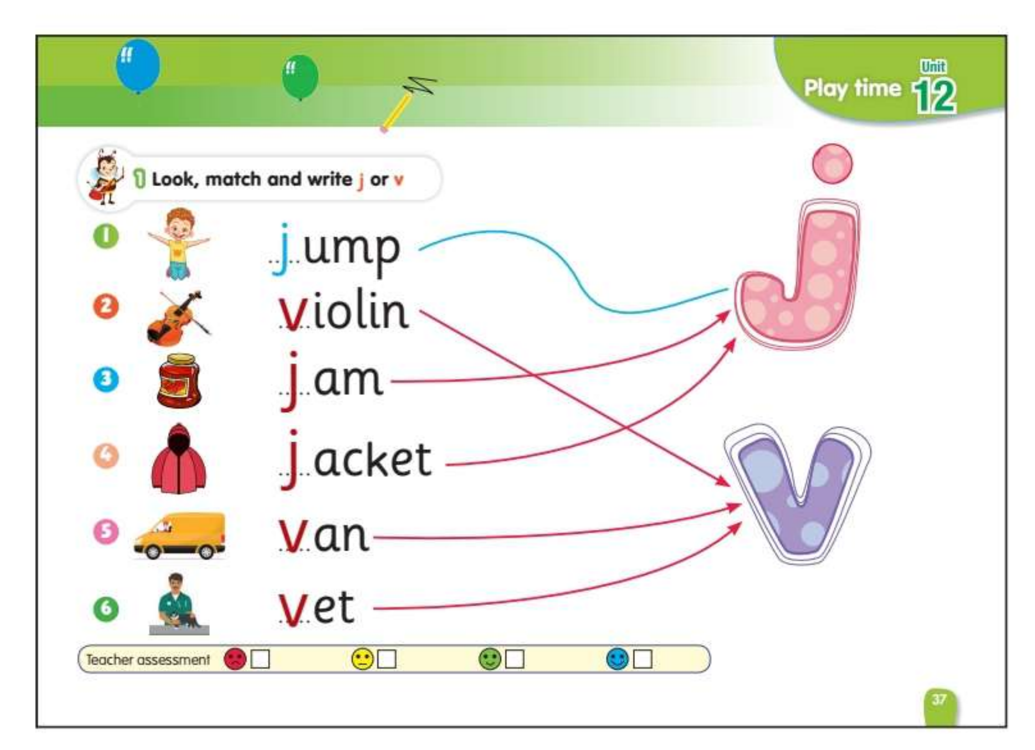
- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Color and say. Then write

1 Ask students to name the clothes in the pictures.
2 Tell students to color the clothes in any color they like.
3 They then copy the words at the top of the page under the correct picture, as in the example.
4 Finally, they say what each picture shows and describe the color, as in the speech bubble. They can do this in pairs.







PLAY TIME page 37



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, match and write j or v

1 Ask students to name the pictures on the left side of the page.
2 Tell students to decide if the word begins with *j* or *v*. They then write the letter in the correct place to complete each word.
3 Monitor as they are working. Encourage them to say the words as they complete them.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.

Unit 13

LESSON 1 page 38

Objectives: To identify transport
To say what you can see

Vocabulary: *bus, bicycle, car, motorbike, truck, van, train, yacht, rocket*

Language: *What can you see? I can see two bicycles.*

Materials: Student's Book, pages 38 and 39
Class CD
Pictures of a bus, bicycle, car, motorbike, truck, van, train, yacht and rocket

Opener

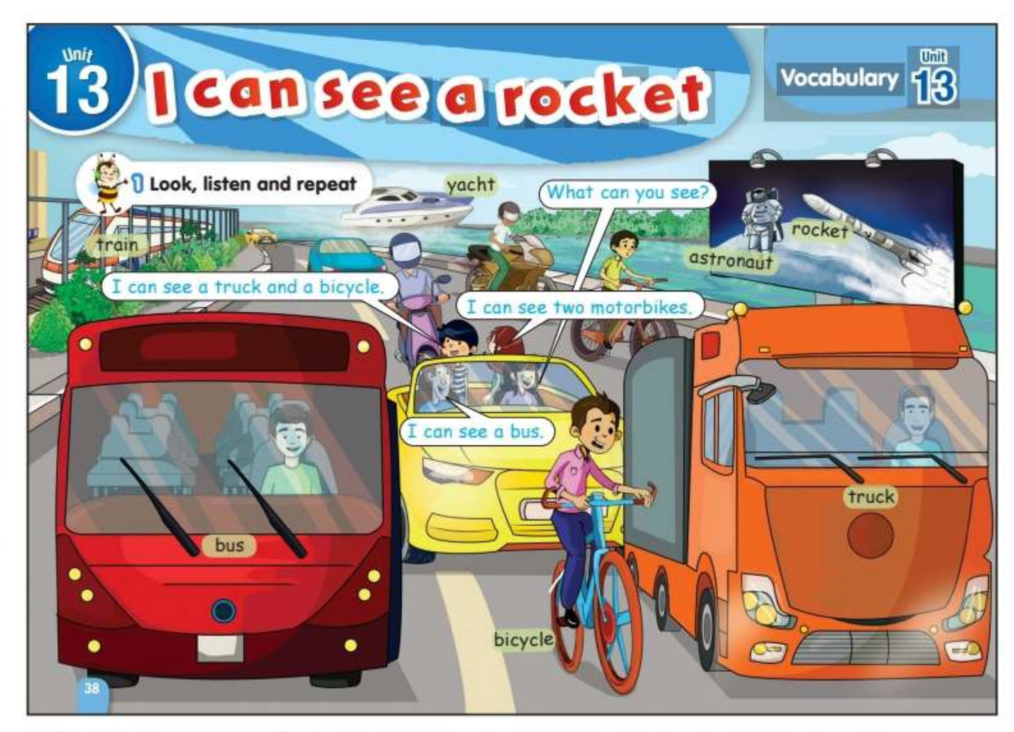
- Play *Catch and say (2)* (Games bank, page 104) with the words for clothes from Unit 12.

Presentation

1 Use pictures to present and practice the new vocabulary for forms of transport: *a bus, bicycle, car, motorbike, truck, van, train, yacht* and *rocket*.
2 As you say the new words, clap the number of syllables. Get students to repeat and clap with you.
3 Revise *can* for actions. Play *Mime it* (Games bank, page 105). Mime skipping and say *I can…* Elicit the answer: *skip*. Do the same for other actions the students know (*I can… throw, swim, dig, kick* etc.).
4 Now present *I can see …* Look and point at the window. Then point to your eyes and then the window and say *I can see …* Elicit the answer *the window.* Say the sentence. Students repeat.

1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 38-39, and say *Open your books*.
2 Ask students to look at the pictures and name any characters they recognize (Hany, Amira, Hana, Youssef).
3 Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Praise all correct answers.
What colors can they see?
4 Point to your eyes and then cup your ears and say *Look and listen.*



5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat.* Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Mother: *What can you see?*
Hany: *I can see a truck and a bicycle.*
Hana: *I can see two motorbikes.*
Father: *I can see a bus.*

Extra practice

❑ Hold up classroom objects, one at a time, for example a pen, and say *What can you see?* Students answer *I can see a pen.* Do the same for other items the students know, e.g. books, a bag, pencils, rulers etc.





LESSON 1 page 39

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 39.
2 Say *bus* and make sure students are pointing to the correct picture.
3 Say *Listen*. Play the CD and demonstrate pointing to each picture as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

bus bicycle car motorbike truck van train yacht rocket

2 Look, ask and answer

1 Ask students to draw one, two or more of the forms of transport from Exercise 1.
2 Ask students to look at Exercise 2 on page 39. Read the speech bubbles and ask students to repeat.
3 Check they understand the task. Demonstrate your own picture, e.g. picture of a train. Hold it up and ask students *What can you see?* Students answer *I can see a train.*
4 Now ask students to do the same with their own pictures, working in pairs. Monitor as they are working to check they are doing this well.
5 Ask a few students to demonstrate their dialogues to the class. Praise all good work.

3 Sing

1 Play the song. Encourage students to point to their eyes when they hear *see*.
2 Play the song again and encourage students to join in as much as they can.
3 When the students are able to, play the version of the song without words. Students sing as much as they can.

Audioscript

What can you see?
What can you see?
What can you see?
Please show me.
I can see four cars
A bus and a van
I can see two trucks
And a bicycle.

What can you see?
What can you see?
What can you see?
Please show me.
I can see three motorbikes
They're small. They're small
I can see a train.
It's big. That's all.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Look out of the window and say *What can you see*? See what students can say about forms of transport or weather words. Praise all good answers.
- Say *Next we will learn about the sounds /ks/, /j/ and /z/.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 13

LESSON 2 page 40

Objectives: To recognize and produce the letter sounds /ks/, /j/ *and* /z/
To copy and trace the letters *x, y* and *z*

Vocabulary: *box, six, fox, yacht, yogurt, yo-yo, zebra, zoo, zipper*

Language: *What can you see? I can see two bicycles.*

Materials: Student's Book, pages 40 and 41
Class CD
Pictures of a bus, bicycle, car, motorbike, truck, van, train, yacht and rocket; pictures of a box, fox, zebra, zoo, yogurt, yo-yo and a zipper (or any of the real items if available)
Modeling clay for the *Fast finishers* activity

Opener

- Revise forms of transport from the previous lesson using the pictures.
- Play *Guess the picture* (Games bank, page 105) to practice them further.

Presentation

1 Use the pictures (or real items if you have them) to present *box, fox, zebra, zoo, yogurt, yo-yo* and a *zipper.* Say each word and ask students to repeat.
2 Clap the words with two syllables, with a slightly louder clap to show the stress on the first syllable. Say the words as you clap and get students to clap and repeat.

1 Listen and repeat

1 Help students to find page 40.
2 Point to the picture of the box and elicit *box*.
3 Then point to the letter *x* on the page and say the sound /ks/. Point out that the /ks/ sound is at the end of the word. Students repeat after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Play the CD several times so students can mirror and practice the correct pronunciation.
6 Repeat steps 2–5 with /j/ and *yacht,* then again with /z/ and *zebra.*



Audioscript

/ks/, /ks/	/j/, /j/	/z/, /z/
box	*yacht*	*zebra*

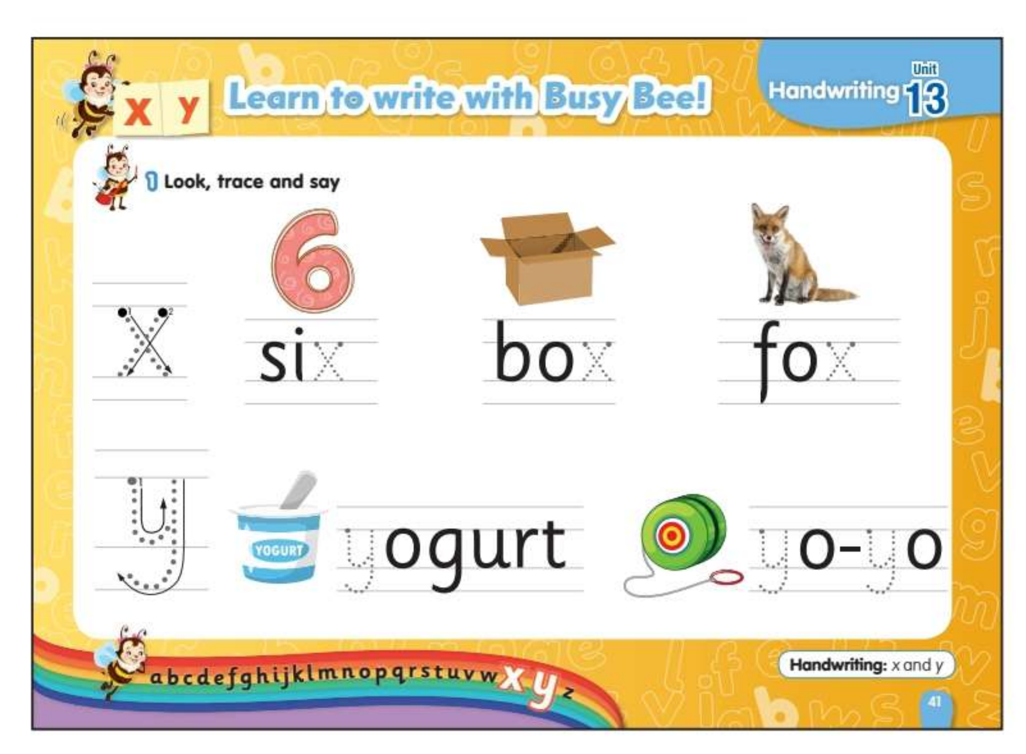
2 Look and circle x, y and z

1 Look at the pictures in the book with the class. Say all the words and get the students to repeat.
2 Point to the number six. Say the word *six*. Say /ks/ *six*. Point to the *x* and show the students how to draw a circle around it. Do the same with *y* and *yogurt* and *z* and *zoo*. Ask the students to draw a circle around the letters *y* and *z*.
3 Repeat for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.





LESSON 2 page 41

1 Look, trace and say

1 Model the letter formation of the letter *x*. Say the sound /*ks*/. With your back to the class, write a larger letter *x* in the air with a finger. Make the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the latter sound as they do so.
3 Model the correct way to write the letter on the board.
4 Help the students to find page 41.
5 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
6 Ask students to trace over the dotted letter *x* in their books with a finger first. Encourage students to say the sound and the word as they copy the letter.
7 Ask them to trace the letter *x* with a pencil, making sure they follow the direction of arrows.
8 Read the three words to the students. Ask them to trace the letter *x* for each word.
9 Encourage the students to say the completed words.
10 Repeat stages 1-9 for the letter *y*.

Fast finishers

- Give students some modeling clay and ask them to make the shape of the letters *x* and *y*. If they have time, they can also make other letters which they know.

Closing

- Ask students to tell you what letters they know and what letter sounds they make.
- Draw the letter *z* on the board and explain that they will be looking at this letter in the next lesson. Ask them if they can name any words that start with this letter. Praise all good answers.
- Tell them that they will also be looking at road safety.

Unit 13

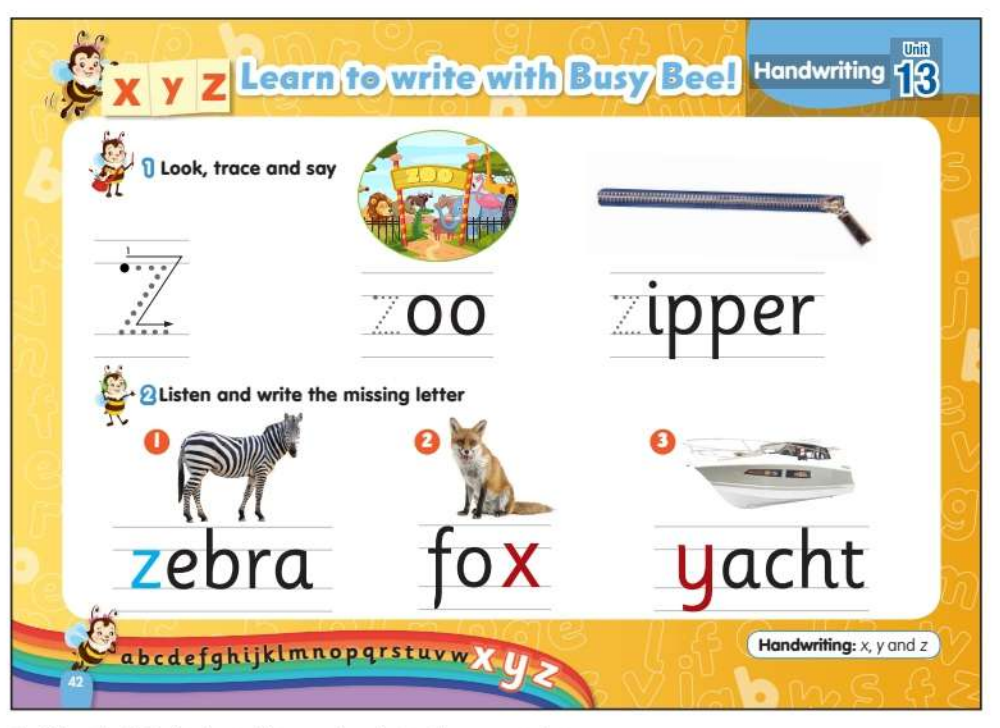
LESSON 3 page 42

Objectives: To recognize and produce the letter sound /z/
To copy and trace the letter *v*
To learn about road safety issues

Life skills: Road safety

Vocabulary: *zoo, zipper, zebra; stop, look, listen, go, cross the road*

Materials: Student's Book, pages 42 and 43
Class CD
Modeling clay for the *Fast finishers* activity
Pictures of a red traffic light and a green traffic light



Opener

- Play *Catch and say 1* (Games bank, page 104) using words they know that contain *x* or *y*. They can look at the pictures on page 40 if they need help.

1 Look, trace and say

1. Model the letter formation of the letter *z*. Say the sound /z/. With your back to the class, write a larger letter *z* in the air with a finger. Make the starting point and direction of writing clear.
2. Students copy the letter in the air several times, saying the letter sound as they do so.
3. Model the correct way to write the letter on the board.
4. Help the students to find page 42. Point to the picures and ask them to say what they can see. Point to *zoo*. Point out that here, the /z/ sound is at the beginning of the word.
5. Make sure students are sitting in a comfortable position for writing.
6. Ask students to trace over the dotted letter *z* in their books with a finger first.
7. Check that students can hold their pencil correctly.
8. Ask them to trace the letter *z* with a pencil, making sure they follow the direction of arrows.
9. Read the two words on the top of the page to the students. Ask them to trace the letter *z* for each word.
10. Read the two words to the students. Students say the completed words.

2 Listen and write the missing letter

1. Remind students that they have been looking at words that start with /ks/, /j/ and /z/. Explain that they will hear words that have these sounds.
2. Ask the students to look at the pictures in Exercise 2. Ask them if they can name anything in English.
3. Play the CD. Students listen and point to the correct pictures.
4. Play the CD. Students list and repeat the words.
5. Play the CD one more time. This time, students listen and write down the letter sound that is missing from each word.
6. Ask students to check each other's work. Write the correct answers on the board and praise students who got this correct.

Audioscript

1 zebra *2 fox* *3 yacht*



Fast finishers

- Give students some modeling clay and ask them to make the shape of the letter *z*. If they have time, they can also make shapes of objects that start with *z* (e.g. a zebra, a zipper).





LESSON 3 page 43

Presentation

1 Draw a traffic light on the board. Point to the red light and put your hand up in a Stop! gesture. Say *Stop!* Students repeat.
2 Now point to the green light and wave/gesture for cars to move. Say *Go!* Students repeat.
3 Ask a student to the front, and as he/she is approaching you say *Stop!* Get the student to stop still. Now say *Go!* and get the student to continue. Repeat with a few different students.

1 Listen and point

1 Help students to find page 43. Ask students to say what they can see in the picture. Can they tell you what the sign says?
2 Ask the class why the children are standing and waiting. Explain that they want to cross the road. Present *Cross the road*. Remind them of the importance of road safety.
3 Play the CD. Students listen and point to the stop sign in the book (*stop*), their eyes (*look*) and their ears (*listen*).
4 Play the CD again. Students listen and repeat.

Audioscript

Stop! *Look!* *Listen!*

2 Look and match

1 Hold up your book. Ask students to say what they can see in the pictures.
2 Read the captions below the pictures and get students to repeat.
3 Now ask them to match the pictures at the top and bottom of the page.
4 Go around and check they are doing this correctly.

3 Now say

1 Students work in groups of three or four. One of them can be a traffic police officer. He/She will tell the students what to do.
2 Explain that you will hold up a traffic light. The police officer must tell the others in his/her group what to do, depending on the color of the light.
3 Hold up the red traffic light. Elicit from the traffic officer: *Stop!*
4 Now hold up the green traffic light. Elicit from the traffic officer: *Go! Cross the road.*
5 Give students plenty of time to practice. They can take it in turns to the traffic police officer.

Closing

- Ask students if they are always careful on the roads and tell them that it is very important to stay safe.
- Say *Next we will remake some traffic signs.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 13

LESSON 4 page 44

Objectives: To make traffic signs
To raise awareness of road safety

Life skills: Cooperation, creativity, communication and self-management, safety awareness

Values: Participation and self-esteem

Language: *Stop, Look, Listen, Go, Cross the road*

Materials: Student's Book, pages 44 and 45
Class CD
Pictures of real road signs
Pieces of paper
Coloring pencils or crayons
Scissors and glue

Opener

- Play *Circle it* (Games bank, page 104) with the letters *x*, *y* and *z*.

Presentation

1 Talk about road safety with the class. Ask the students why we have road signs and traffic lights (to help keep us all safe). Show them some real road signs and see if students can say what they mean.
2 Explain that they are going to make their own road signs today.

1 Work in groups. Draw and make a traffic sign

1 Hold up your Student's Book, open at pages 44-45, and say *Open your books*.
2 Ask students to look at the pictures and explain that the children are making traffic signs. Point out that the children are working together and sharing the materials.
3 Distribute colored pencils/crayons, scissors and glue. Tell them to draw their signs on white paper. They can use scissors and glue to cut out and organize the shapes of the signs.
4 Remind students to be polite to each other as they work and to say *please* and *thank you* if they want their friends to pass them things.





Fast finishers

- In pairs, students show their completed signs to a partner and say what their sign means, e.g. *Stop! Go!*





LESSON 4 page 45

1 Show and tell

1. Help students to find page 45. Look at the page with the class and explain that the boy in the photograph is using the sign that he made in the previous lesson.
2. Say *Let's use our signs*!
3. Invite a group of students to the front of the class. One of the group should bring the sign they made. They hold it up and say what it means, e.g. *Cross the road*. The other children use the sign to stay safe.
4. Repeat for different groups. Use as many of the signs as you can.

Practice game

- Play *Teacher says* (1) (Games bank, page 106) using *Go! Stop! Look! Listen! Cross the road*.

2 Look and draw

1. Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the forms of transport.
2. Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3. Draw the letters *x*, *y* and *z* on the board. Point to the picture of the box. Ask *What is it*? to elicit *box*. Ask students to point to *x* on the board.
4. Point to the picture showing the yo-yo. Ask *What is it?* to elicit *yo-yo*. Ask students to point to the correct letter on the board.
5. Point to the picture showing the zoo. Ask *What is it?* to elicit *zoo*. Ask students to point to the correct letter on the board.
6. Ask your students to draw a smile on the face next to the *Phonics* if they know these letters and sounds.
7. Point to the *Issues* photo. Discuss what the sign says and why it is important. Ask students to draw a smile on the face if they understand why road safety is important.
8. Finally, point to the *Project* picture. Tell students to draw a smile on the face if they think they made a good road sign. Encourage them to be proud of their work.

Closing

- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask them *What did we make?* and encourage students to say *traffic signs*.
- Say *We talked about road safety. We worked together in groups.*
- *Say Next we will visit a library.*

Unit 13

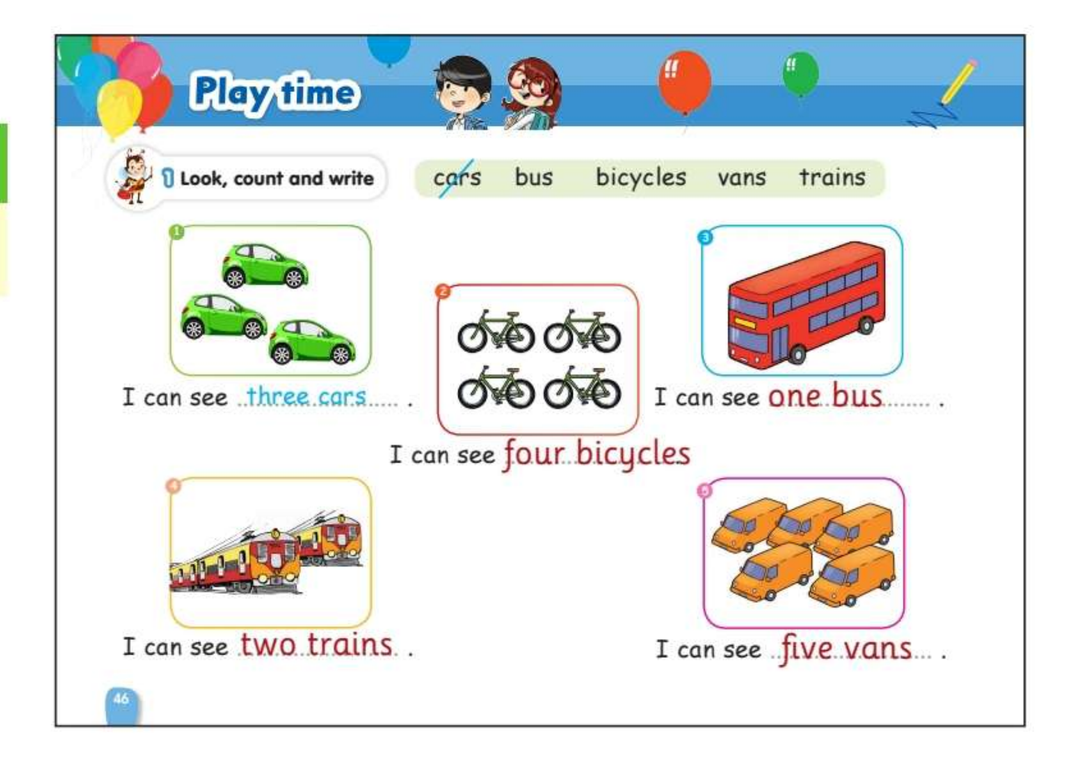
PLAY TIME page 46



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, count and write

1 Ask students to name the forms of transport. The words at the top will help them.
2 Read the example. Tell students to write the number and form of transport under each picture. Make sure they use the plural *s* correctly.
3 Monitor as they are working. Encourage them to say the sentences as they are working.





PLAY TIME page 47



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and draw

1 Ask students to say what they can see in the pictures.
2 Explain that the pictures show both good and bad behavior. Students work in pairs to decide if it is good or bad, and draw the correct face alongside each picture.
3 Ask students to compare their answers. Make sure they all agree that pictures 1, 2 and 6 all show bad behavior.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.



LESSON 1 page 48

Objectives: To revise the vocabulary and language from units 10-13

Values: Participation and self-esteem

Vocabulary: *Jobs: dentist, teacher, engineer, doctor, vet, firefighter, police officer*
Transport: car, bicycle, truck, rocket, train, van, bus
Clothes: T-shirt, skirt, shoes, pants, sweater, socks
Weather: sunny, cloudy, windy, rainy, hot, cold

Materials: Student's Book pages 48 and 49
Class CD

Opener

- Revise the vocabulary from units 10-13 with a game of *Word whispers* (Games bank, page 106).

1 Listen and point

1 Help students to find page 48.
2 Ask students to say what they can see in the pictures. Praise all correct answers.
3 Say Listen and point. Play the first part of the CD. Students point to the first picture.
4 Repeat for all the pictures.
5 Play the CD again. Pause after each word and ask the students to repeat and point to the picture.

Audioscript

1 dentist, teacher, engineer, doctor, vet, firefighter, police officer.
2 car, bicycle, truck, rocket, train, van, bus.
3 T-shirt, skirt, shoes, pants, sweater, socks.
4 sunny, cloudy, windy, rainy, hot, cold.

2 Point, ask and answer

1 Hold up the book and point to the picture of the two boys. Use calling sticks to choose students to read the examples in speech bubbles.
2 Put students into pairs and ask them to continue in the same way, asking and answering about the pictures.
3 Go around the classroom and help as necessary. Praise all good answers.







LESSON 1 page 49

1 Look and say

1 Help students to find page 49. Use calling sticks to choose a student to read the question in the speech bubble, then elicit a suitable answer.
2 Explain that in this task, students should use as much of the language they know as they can to give their answers. Give some examples first, e.g. for picture 3 *I can see two green cars. It's sunny. What are these? They're yellow buses*. etc.
3 Students talk about the pictures in pairs, saying as much as they can about them. They can ask questions too. Go around and monitor as the students are working and make a note of any errors. You can go over these at the end.
4 Ask some of the students to share their descriptions with the class. Praise students who are able to use some of the structures from the last few units e.g. *It's a camel. What are these? They're animals. It's summer. It's sunny. It's hot etc*.

Closing

- Remind students about what they have learned.
- Ask students to say what the weather is like today.
- Explain that in the next lesson, they will revise the alphabet.
- Say *Well done!*



LESSON 2 page 50

Objectives:	To write words with the initials /e/ and /l/ sounds To identify the first, last, middle letter in words To link words to make sentences Read short sentences
Vocabulary:	*egg, vet, leaf, dentist, mom, map, sunny, windy, cloudy, rainy, rainbow*
Language:	*It's a (cloud).* *It's (rainy).*
Materials:	Student's Book pages 50 and 51 Class CD

Opener

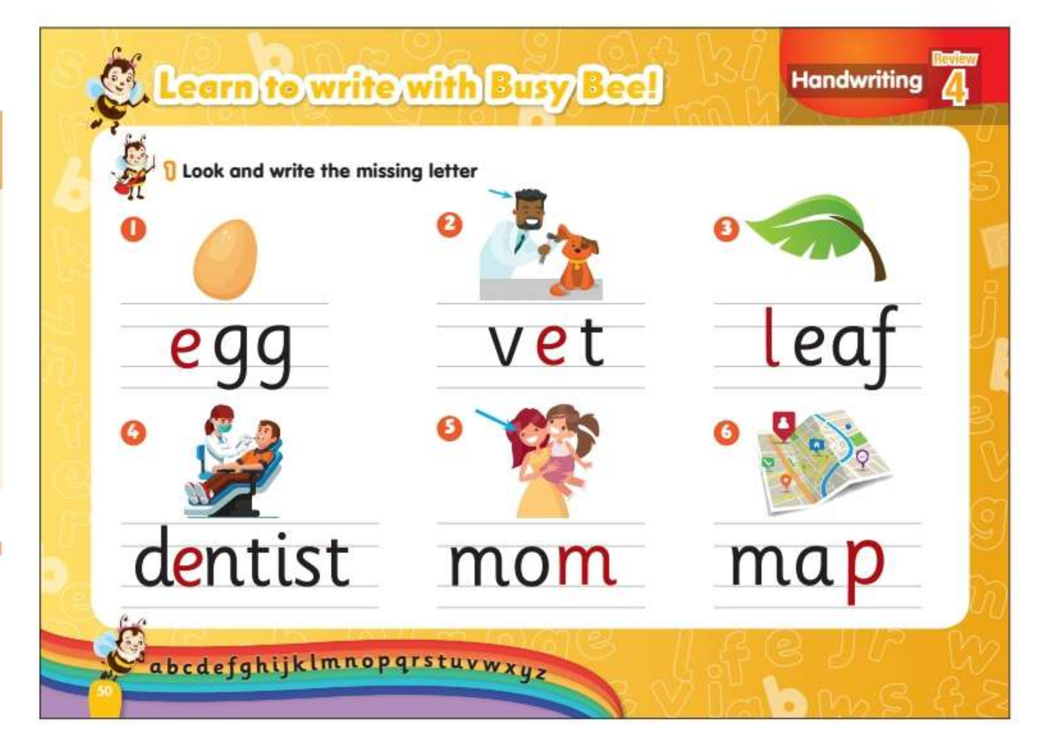
- Play *Mime it* (Games bank, page 105) to revise jobs and practice them futher.

1 Look and write the missing letter

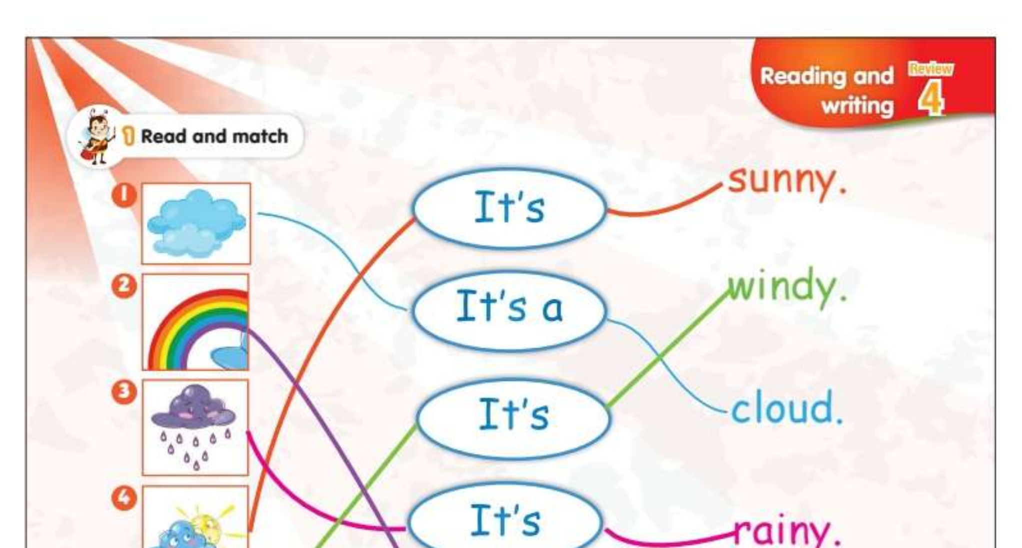
1 Point to the first picture and elicit the word *egg*. Ask students to tell you the second letter (*g*). Now ask them to tell you the third letter (*g*).
2 Point to the missing letter and ask students to say it. Praise students who can identify *(e)*.
3 Copy the word on the board leaving a space for the *e* letter. Write the letter in a different color and repeat the word several times. Encourage the students to repeat with you.
4 Explain that they are going to write the missing letter of each picture.
5 Go around and check that students are writing the correct letter.
6 Repeat for *vet, leaf, dentist, mom, map.*

Extra practice

❑ Ask students if they can name any other words with *u, e* or *a* in the middle, e.g. *jump, ten, jam*. Praise all good answers.







LESSON 2 page 51

1 Read and match

1. Help students to find page 51 and to look at the pictures. For each one, ask a question: *What's this?/What are these?* Elicit the answers.
2. Point to the cloud again and say *What is this?* Elicit *It's a cloud*. Now point to the words in the middle and on the right of the page. Show students how you can join the words to make a sentence.
3. Point to the picture of the rainbow and ask *What's this?* Elicit *It's a rainbow*. Now ask students to find the words on the page that can make this sentence. Make sure they can draw a line between the two correct parts of the sentence.
4. Do the same with the last three pictures, or you could ask the students to do this in pairs without help. Monitor as they are working to check they are doing this correctly.

Closing

- Draw the letters *e* and *l* on the board. Point to them and elicit the sounds.
- Encourage students to say words they know which start with these two letters. Praise all good answers.
- Say that in the next lesson, they are going to revise the vocabulary and language from units 10-13.

Review 4

LESSON 3 page 52

Objectives: To revise the vocabulary and language from units 10–13
To evaluate progress in units 10–13

Materials: Student's Book pages 52 and 53
A soft ball

Opener

- Play *Missing sound* (Games bank, page 105) with any letter sounds that you think students need more practice with.

Now I can say …

1. Help students to find page 52. Hold up your book. Point to the forms of transport. Ask *What can you see?* For each one, elicit the words (bus, car, bicycle, truck, van, motorbike, rocket, yacht).
2. When student are confident they know the words, they should put a tick at the bottom of the column.
3. Hold up your book. Point to the people doing different jobs. Ask *What are they?* to elicit the words (dentist, teacher, doctor, vet, engineer, police officer, firefighter).
4. When student are confident they know the words, they should put a tick at the bottom of the column.
5. Hold up your book. Point to the items of clothing. For each one, ask *What's this?/What are these?* Students answer *It's a … /They're …* for each one (They're socks/shoes/pants, It's a T-shirt/skirt/jacket).
6. Play *Color spot* (Games bank, page 104) to revise colors at this point if you wish.
7. When student are confident they know the words for clothes, they should put a tick at the bottom of the column.
8. Draw the letter *e* on the board. Point to the photo of the eggs in the book. Ask *What are they?* to elicit *eggs*. Can the students think of any more words that start with *e*, or have *e* in the middle (e.g. *vet*)?
9. Repeat step 8 with the other letters (they can find words that end in x for the letter x, e.g. *six*).
10. When student are confident they know these letters, they should put a tick at the bottom of the column.
11. Say *Well done!* to the class.





Fast finishers

- In pairs, students play *Missing sound* (Games bank, page 105) to revise the letters *e, l, m, w, j, v, y* and *z*

Closing

- Remind students about what they have learned.
- Play *Catch and say* (Games bank, page 104) using forms of transport, jobs and clothes.
- Say *Well done! Now we will learn about animals!*

Theme 4: Communication









Unit 14

LESSON 1 page 54

Objectives: To identify animals
To say where animals live

Vocabulary: *animal, elephant, jellyfish, library, lion, jungle, monkey, sea, snake*

Language: *That's a jellyfish. It lives in the sea.*

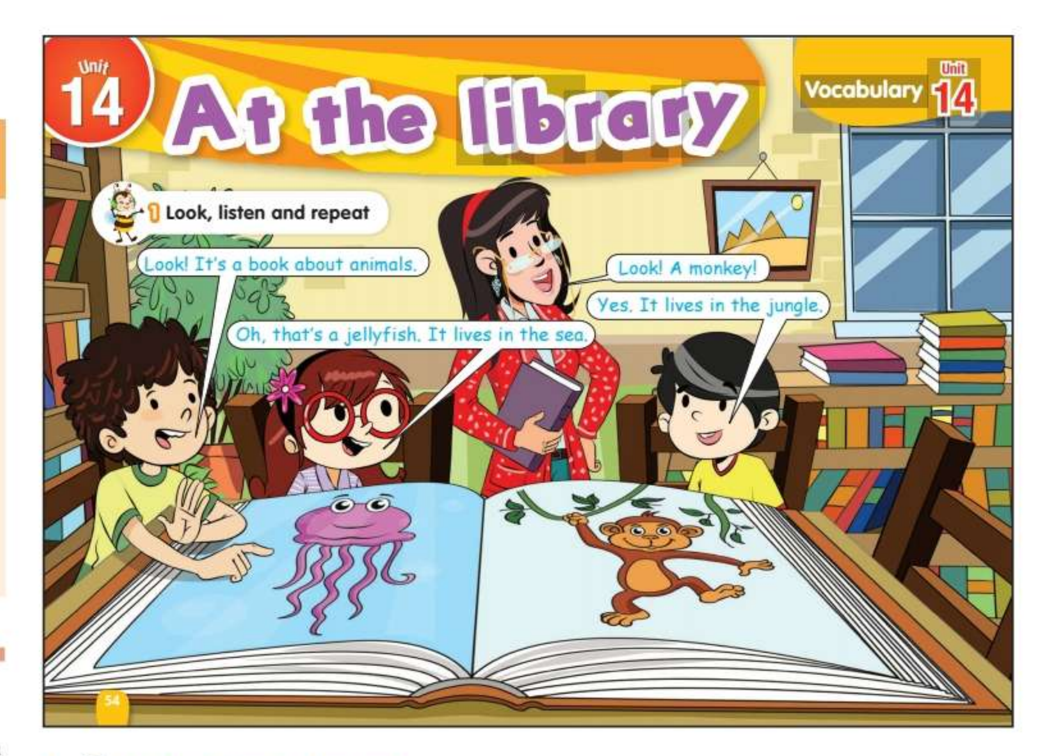
Materials: Student's Book pages 54 and 55
Class CD
A soft ball
Flash cards of a bus, bicycle, car, motorbike, truck, van, train, yacht and rocket
Flash cards of an elephant, a jellyfish, a lion, a monkey and a snake
Pictures of a jungle and a sea
A map of Cairo

Opener

- Revise forms of transport using the flash cards of a bus, bicycle, car, motorbike, truck, van, train, yacht and rocket.
- Play *Catch and say* (1) (Games bank, page 104) with the words for transport to revise them further.

Presentation

1 Play *Guess the picture* (Games bank, page 105) to revise *dog, octopus, camel, lamb, cat and zebra*. Ask students what these are and present the word *animals*. Ask students to repeat the word.
2 Explain that in today's lesson they are going to learn about animals.
3 Use the flash cards to present the words *elephant, jellyfish, lion, monkey* and *snake*.
4 Clap the words with more than one syllable and get students to repeat.
5 Use pictures to present *sea* and *jungle*. Ask students if there is a sea near Egypt (yes) or a jungle (no).
6 Show students a map of Egypt. Ask students to find and point to where they live. Then gesture to a student and say *(Ali) lives in (name of governorate)*. Ask students to say the sentence.
7 Repeat it with different names and ask students to repeat: *(Leila) lives in (name of governorate)*, etc.
8 Finally, present the word *library*. Explain that in today's lesson, the children are visiting a library. Remind students that libraries are very useful to find out information.

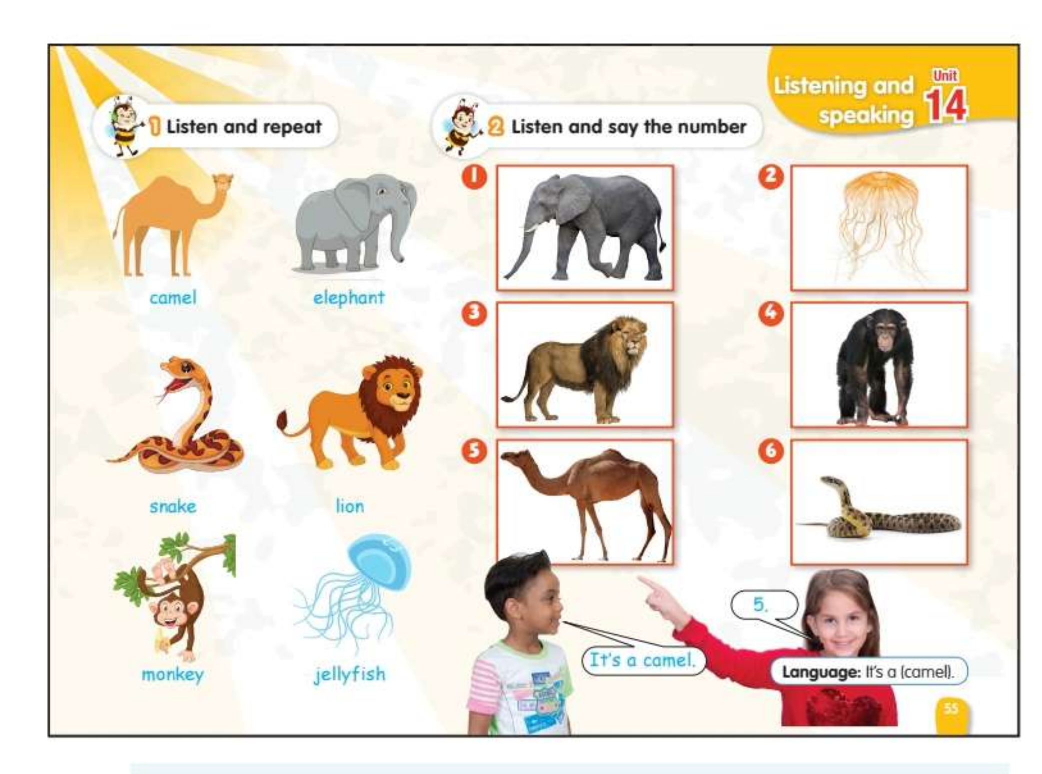


1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 54–55, and say *Open your books.*
2 Ask students to look at the pictures and name any characters they recognize (Youssef, Hany, Amira, Miss Mona).
3 Ask the students if they know the English words for any of the things they can see in the picture: *What animals can you see in the book?* Tell them to point and say the English word. Praise all correct answers.
4 Say *Look and listen.*
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat.* Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Youssef: *Look! It's a book about animals.*
Amira: *Oh, that's a jellyfish. It lives in the sea.*
Miss Mona: *Look! A monkey!*



Hany: *Yes. It lives in the jungle.*

Extra practice

- ❑ Play a game. Hold up a picture of a jellyfish and say *That's a jellyfish*. Then hold up a picture of the sea and elicit *It lives in the sea*.
- ❑ Do the same with *That's a monkey* to elicit *It lives in the jungle*.
- ❑ Point to a student and say *That's (Ali)*. Point to the town where the student lives on the map and elicit *(He) lives in (name of town)*. Praise all correct answers.

LESSON 1 page 55

1 Listen and repeat

1. Hold up your Student's Book and point to Exercise 1 on page 55.
2. Say *camel* and make sure students are pointing to the correct picture.
3. Say *Listen*. Play the CD and demonstrate pointing to each picture as it is named.
4. Play the CD again, word by word, and ask students to point and repeat.

Audioscript

camel elephant snake lion monkey jellyfish

2 Listen and say the number

1. Explain that you are going to play the CD. They will hear a sentence and they have to point to the correct picture. They then say the number of that picture, like the example in the speech bubbles.
2. Play the CD. Pause after the first sentence and elicit the answer (four).
3. Repeat for each sentence.

Audioscript

It's a monkey.
It's a camel.
It's an elephant.
It's a snake.
It's a lion.
It's a jellyfish.

Extra practice

- ❑ Students continue Exercise 2 in pairs. One of them makes a sentence, e.g. *That's a camel*. The other says the name of the picture. They then swap roles.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *It lives in the sea* and elicit *That's a jellyfish*. Say *It lives in the jungle* and elicit *That's a monkey/snake/elephant*.
- Say *Next we will learn about the sounds /æ/, /e/, /ɪ/, /ä/* and */ʌ/*.
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 14

LESSON 2 page 56

Objectives: To recognize and produce the short vowel sounds /æ/, /e/, /ɪ/, /ä/ and /ʌ/.
To identify these sounds in words
To use *a* and *an* correctly

Materials: Student's Book pages 56 and 57
Class CD
Pictures of an elephant, a jellyfish, a lion, a monkey, a snake, a nut, an ant and an olive
Modeling clay for the *Fast finishers* activity

Opener

- Revise the animals from the previous lesson using the pictures.
- Play *Mime it* (Games bank, page 105) to practice them further. Mime an animal, or make the noise of this animal. Students name it.

1 Listen and repeat

1 Help students to find page 56.
2 Point to the picture of the ant and elicit *ant*.
3 Then point to the letter *Aa* on the page and say the sound /æ/. Point out that the letter has a big and a large version. Students repeat the letter sound after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word *ant* and sound /æ/.
5 Play the CD several times so students can mirror and practice the correct pronunciation.
6 Repeat steps 2-5 with each of the short vowel sounds.

Audioscript

/æ/, /æ/	/e/, /e/	/ɪ/, /ɪ/	/ä/, /ä/	/ʌ/, /ʌ/
ant	*elephant*	*insect*	*octopus*	*under*



2 Look, listen and write the missing letter

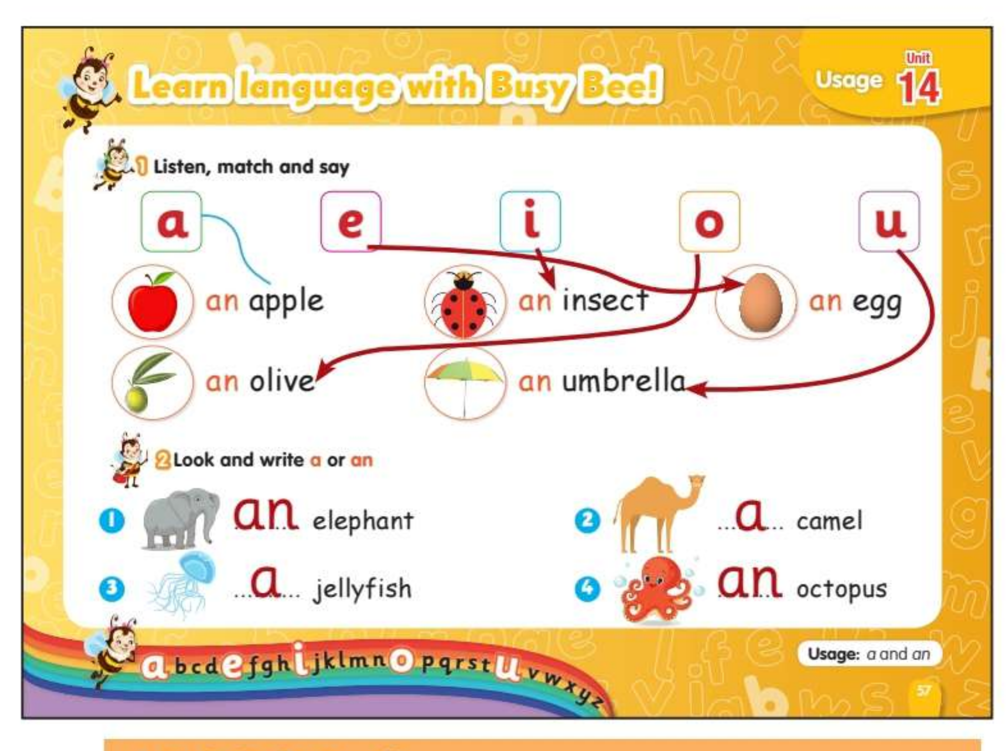
1 Look at the pictures in the book with the class. Ask students what they can see in the pictures. Praise them if they can remember all the words.
2 Explain that they are going to listen to the CD. For each word, they have to listen and write the missing letter.
3 Play the first word. Pause and give students time to write. Go around and monitor to check they are writing well.
4 Continue with each word.
5 Ask students to say the completed words.

Audioscript

1 mat 2 in 3 nut 4 ant 5 on 6 fox

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.



LESSON 2 page 57

1  Listen, match and say

1 Explain to students that we always use *an*, not *a*, in front of vowel sounds, like those on page 56.
2 Ask students to look at Exercise 1 on page 57. Explain that they will hear each of the letters at the top of the page, and a word that starts with that letter. They have to match the letter sound with the word.
3 Play the first sound and word and point to the example answer.
4 Play the second sound and word and check students are matching *e* with *egg*.
5 Repeat for the remaining sounds.

Audioscript

/æ/, /æ/ an apple
/e/, /e/ an egg
/ɪ/, /ɪ/ an insect
/ä/, /ä/ an olive
/ʌ/, /ʌ/ an umbrella

2 Look and write a or an

1 Ask students to say what they can see in the pictures.
2 Ask students which of the words does not begin with one of the short vowel sounds (jellyfish).
3 Now ask them to write *a* or *an* correctly in front of each word.
4 Monitor as they are working and check they are doing this well.

Fast finishers



- Give students some modeling clay and ask them to make the shape of the vowels.

Closing

- Ask students to tell you what letters they know and what letter sounds they make.
- Tell them that in the next lesson, they will be looking at more animals and where they live.

Unit 14

LESSON 3 page 58

Objectives:	To talk about animals To recognize the habitats they live in
CLIL:	Science: Animal habitats
Life skills:	Respect for animal habitats
Vocabulary	*parrot, dolphin, desert*
Materials:	Student's Book pages 58 and 59

Opener

- Play *Catch and say 1* (Games Bank, page 104) using words that begin with *a, e, i, o* or *u*. The students can look at the pictures on pages 56 and 57 if they need help.

Presentation

1 Use pictures to present *parrot* and *dolphin*.
2 Use a picture to present *desert*. Ask students *Is there a desert in Egypt?* (yes) *Is there a jungle?* (no) *Is there a sea?* (yes)

1 Listen and follow

1 Explain that students are now going to look at some more animals and where they live.
2 Help them to find page 58. Elicit the names of the animals. Encourage them to use full sentences: *It's a monkey*, etc.
3 Now point to the habitats on the right. Point to each picture and elicit the word.
4 Now point to the parrot. Show students how they can follow the green line from the parrot to where it lives. Say the example sentences: *It's a parrot. It lives in the jungle*. Students repeat.
5 Now ask students to work in pairs. They follow the lines from the animal to the habitat and make sentences, like the example.
6 Monitor as they are working and make a note of any errors, but do not interrupt. You can correct common errors at the end.
7 Ask a few pairs of students to demonstrate their sentences to the class. Praise all good answers.



Audioscript

A fox lives in the desert.
A monkey lives in the jungle.
A parrot lives in the jungle.
A camel lives in the desert.
An octopus lives in the sea.
A dolphin lives in the sea.



Unit 14

LESSON 3 page 59

1 Point, ask and answer

1 Help students to find page 59. Ask students to say what they can see in the picture. Can they name all the animals?
2 Ask students to look at the two girls. Point to picture 1 and read the speech bubbles.
3 Now point to picture 2. Ask the two questions and elicit suitable answers.
4 Continue in the same way for the remaining pictures. When the students are confident, tell them to ask and answer the questions in pairs.
5 Ask a few pairs of students to demonstrate their sentences to the class. Accept all good answers.

Closing

- Remind the students that it is important to look after the habitats where animals live.
- Tell students that they will talk more about animals in the next lesson.
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 14

LESSON 4 page 60

Objectives:	To say what animals eat To identify animals in art
Values:	Appreciation of art
Vocabulary:	*crocodile, giraffe, tiger, panda, meat, plant*
Language:	*A lion eats meat. A panda eats plants.*
Materials:	Student's Book pages 60 and 61 A soft ball Pictures of a crocodile, giraffe, tiger, panda, meat and plants

Opener

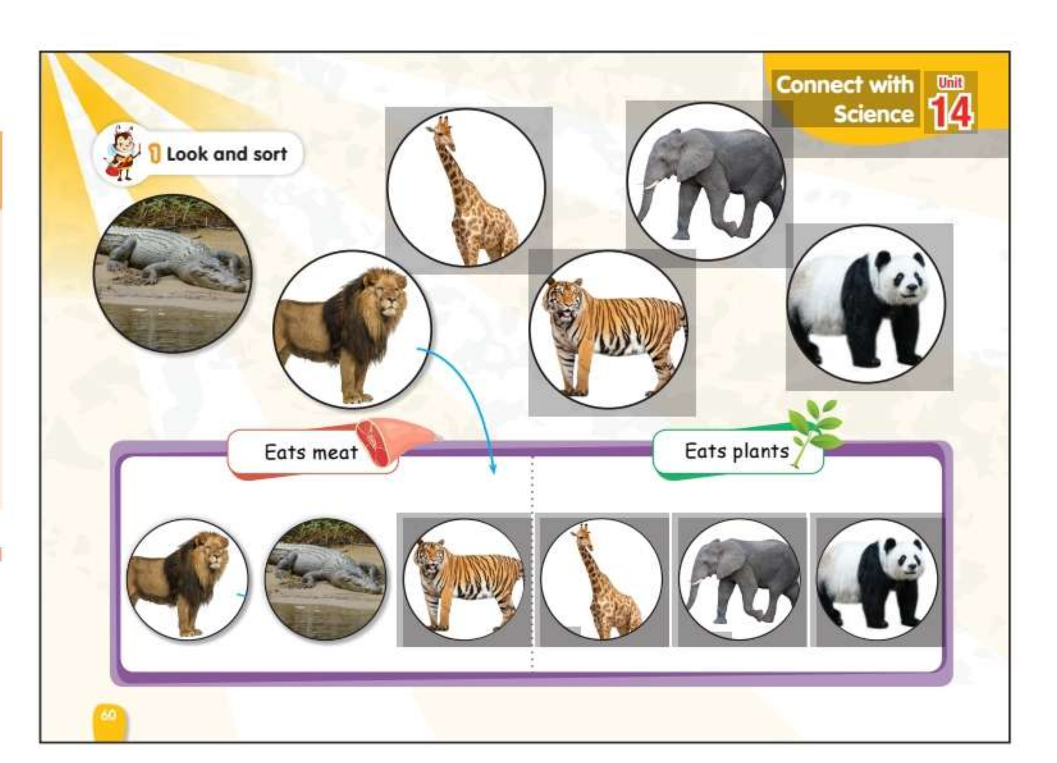
- Play *Word whispers* (Games bank, page 106) with the names of animals.

Presentation

1 Use the pictures to present some more animals: *crocodile, giraffe, tiger, panda*. Clap out the syllables as you say the words (remember that *giraffe* has the emphasis on the second syllable). Students repeat.
2 Use the pictures to present *meat* and *plants*. Mime eating meat and say *I eat meat. Do you eat meat?* Elicit suitable answers. Do the same with *plants*.

1 Look and sort

1 Hold up your Student's Book, open at pages 60–61, and say *Open your books*.
2 Ask students to look at the pictures and to name all the animals.
3 Now point to the table and read the words above them. Explain that you want them to sort the animals into two groups: ones that eat meat and ones that eat plants.
4 Students work in pairs to complete the task. Monitor as they are working.
5 Ask students to give you their answers. Encourage them to make sentences, e.g. *A crocodile eats meat.* Praise all good answers.

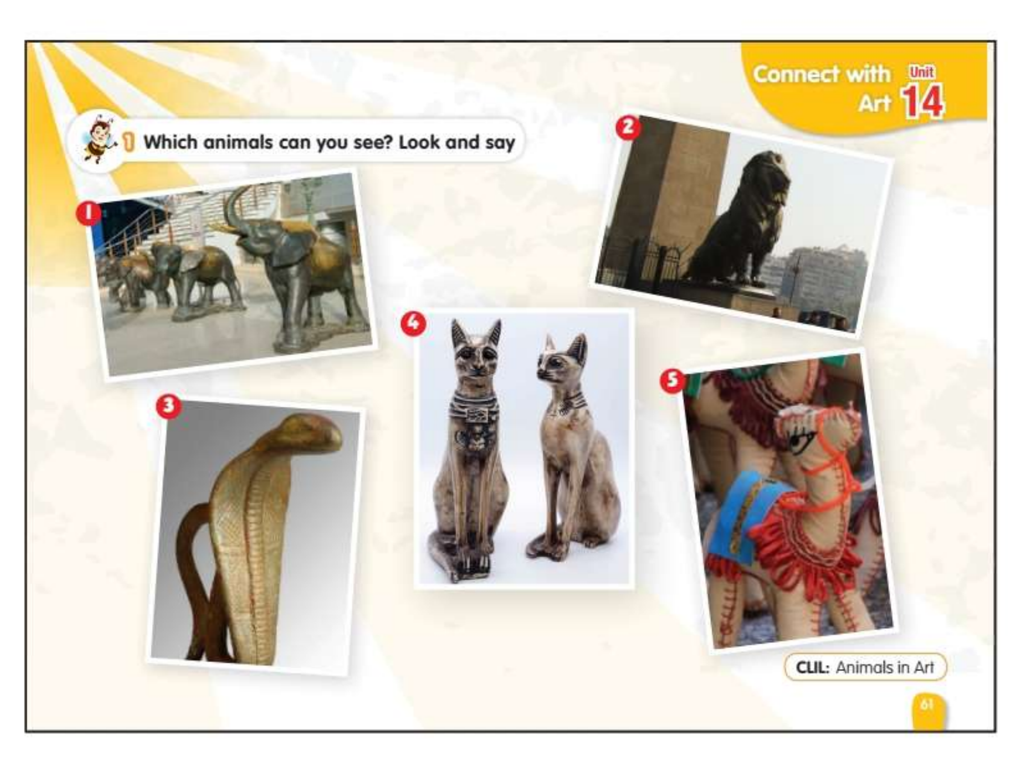


Fast finishers



- In pairs, students can decide where the animals live, in the jungle or the desert.





LESSON 4 page 61

1 Which animals can you see? Look and say

1. Help students to find page 61. Look at the page with the class and explain that the pictures all show animals that have been used in art.
2. Put students into pairs or small groups to decide which animals they can see.
3. After a few minutes, ask students to talk about the pictures. Which animals can they see? Can they say anything else about the pictures?
4. For reference, you might like to tell the students about the pictures:
   1 The elephants are in Sharm el Sheikh.
   2 The lion is on the Qasr el Nil Bridge in Cairo.
   3 The snake is an ancient Egyptian sculpture.
   4 The cats are ancient Egyptian sculptures.
   5 The camels are souvenirs on a market stall.

Practice game

- Play *Catch and say* (2) (Games bank, page 104) using the names of animals.

Closing

- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Name some more animals, e.g. *fox, camel, monkey, lamb*. Students say *It eats meat/ It eats plants*.
- Say *We talked about animals. We talked about animals in art*.
- Say *Next we will do a project about where animals live*.

Unit 14

LESSON 5 page 62

Objectives:	To draw animals and their habitats To raise awareness of animal habitats
Life skills:	Cooperation, creativity, communication and self-management, environmental awareness
Language:	*It's a (lion). It lives in the (jungle).*
Materials:	Student's Book pages 62 and 63 Pieces of paper Coloring pencils or crayons Scissors and glue

Opener

- Play *Guess the picture* (Games bank, page 105) with the animals the students know.
- When they have guessed each animal, encourage them to say where it lives.

1 Draw, cut and make animal habitats

1 Hold up your Student's Book, open at pages 62–63, and say *Open your books*.
2 Ask students to look at the pictures and explain that the children are drawing different animals and the places where they live.
3 Distribute colored pencils/crayons, scissors and glue. Tell them to work in groups. Some of them can draw animals and some of them can draw the habitats.
4 Remind students to be polite to each other as they work and to say *please* and *thank you* if they want their friends to pass them things.





LESSON 5 page 63

1 Show and tell

1 Help students to find page 63. Look at the page with the class. Ask students what the girl's picture shows and elicit *the jungle*. Now ask which animal the boy has and elicit *the monkey*. Ask students why the two children have these pictures and elicit the sentence: *The monkey lives in the jungle*.
2 Say *Let's use our pictures*!
3 In groups, students place the animals they have drawn into the correct habitat that other students have drawn. Go around and check they are doing this correctly.
4 Encourage students to make sentences about their pictures.
5 Help them with vocabulary if necessary, for example *The sheep lives in the farm.*

2 Look and draw

1 Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the names of the animals.
2 Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3 Draw the letters *a, e, i, o* and *u* on the board. Point to the picture of the fox. Ask *What is the middle letter?* to elicit /ä/. Ask students to point to *o* on the board.
4 Ask students if they can tell you any other words that start with, or have the middle letter sound, *a, e, i, o* or *u*.
5 Ask your students to draw a smile on the face next to the *Phonics* if they know these letters and sounds.
6 Point to the *Science* photo. Discuss what the picture shows and elicit *jungle*. Elicit the names of other habitats. Ask students to draw a smile on the face if they can name the habitats where animals live.
7 Finally, point to the *Project* picture. Tell students to draw a smile on the face if they think they drew good pictures. Encourage them to be proud of their work.

Closing

- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask them *What did we draw?* and encourage students to talk about the animals and the habitats they live in.
- Say *We talked about animals in art. We talked about what animals eat.*
- Say *Next we will do some more shopping.*

Unit 14

PLAY TIME page 64



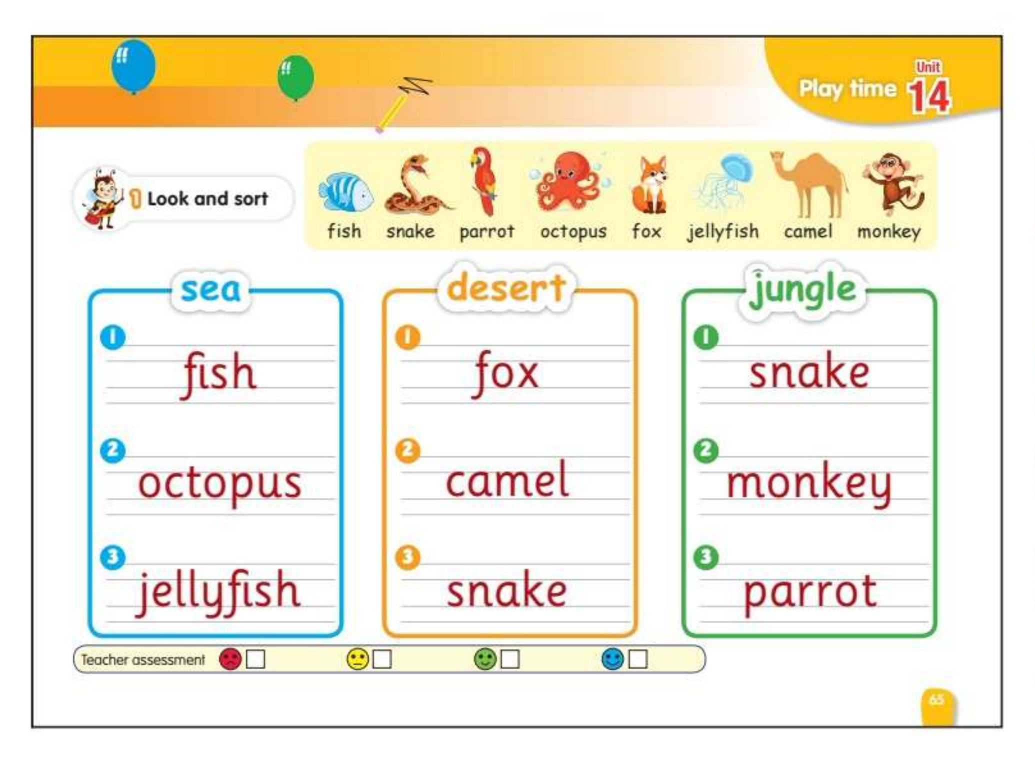
- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Color and say

1 Ask students to name the animals.
2 Students now color the animals. They can choose any color, but they should try and be realistic.
3 Monitor as they are working. Encourage them to say sentences like the example about the animals as they are working.







PLAY TIME page 65



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and sort

1. Help the students to read the names of the animals at the top of the page, and the names of the habitats.
2. Students can work in pairs to sort the animals into groups, according to the places they live.
3. At the end, encourage students to make sentences about each animal, e.g. *The fish lives in the sea.*

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.



LESSON 1 page 66

Objectives: To identify fruits
To ask and answer about how much they cost

Vocabulary: *apple, banana, date, fig, guava, mango, orange, pounds, watermelon*

Language: *This is a watermelon. These are dates.*
How much is the watermelon? It's 15 pounds.
How much are these? They're 10 pounds.

Materials: Student's Book pages 66 and 67
Class CD
A soft ball
Pictures of an elephant, a jellyfish, a lion, a monkey, a snake, a fox, a camel and a giraffe
Real fruits or flash cards of an apple, a banana, a date, a fig, a guava, a mango, an orange and a watermelon
Sticky labels with prices written on them

Opener

- Revise animals using the pictures of an elephant, a jellyfish, a lion, a monkey, a snake, a fox, a camel, a giraffe.
- Play *Catch and say* (1) (Games bank, page 104) with the words for animals to revise them further.

Presentation

1 Explain that in today's lesson they are going to look at what you can buy at the market.
2 Use the flash cards or real fruit to present the words *apple, banana, date, fig, guava, mango, orange* and *watermelon*. See if students can name any other fruits.
3 Give a student a book and say *What is it?* Elicit the answer *This is a book*. Get the students to repeat.
4 Now give another student two pens and say *What are they?* Elicit the answer *These are pens*. Get the students to repeat.
5 Do the same with other objects the students know to practice *This is a/an* … and *These are…*
6 Put a sticky label on e.g. *a book* and write a price on it, for example *10 pounds*. Hold up the book and say *How much is it? It's ten pounds*. Get students to repeat.
7 Put a price label on e.g. a pen and ask the question *How much is it?* Elicit the answer.



Repeat for different items around the classroom.
8 Now do the same but for plural items. Put price labels on e.g. *two rulers* and ask *How much are these? They're (ten) pounds*. Get students to repeat.
9 Put a price label on e.g. *two pens* and ask the question *How much are these?* Elicit the answer *They're (ten) pounds*. Repeat for different plural items around the classroom.

1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 66-67, and say *Open your books*.
2 Ask students to look at the pictures and name any characters they recognize (Hany, Father, Youssef, Amira).
3 Ask the students if they know the English words for any of the things they can see in the picture. Which fruits can they see in the picture? Tell them to point and say the English word. Praise all correct answers.
4 Say *Look and listen*.
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat*. Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.





LESSON 1 page 67

1 Listen and repeat

1 Hold up your Student's Book and point to Exercise 1 on page 67.
2 Say *banana* and make sure students are pointing to the correct picture.
3 Say *Listen*. Play the CD and demonstrate pointing to each picture as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

banana	*apple*	*orange*	*mango*
guava	*date*	*watermelon*	*fig*

2 Look, ask and answer

1 Explain that students are now going to act out going shopping. Students can work in groups of four.
2 Two of the students in each group are going to write a shopping list of fruits they want to buy from the market.
3 The other two students are going to write the names of the fruits from Exercise 1 and put prices for each. They can make these up.
4 Ask students to look at page 67 in their books. Help them to read the speech bubbles.
5 Explain that the students are now going to do the same in their groups. They ask about the prices of the things on their shopping list and they are told the prices.
6 Demonstrate the task first with a confident student. Be the customer and ask questions. Elicit suitable answers.
7 When students understand the task, they do it in their groups, taking turns to ask and answer the questions. Do not interrupt as they are working but make a note of any common errors and correct these at the end.
8 Ask some students to demonstrate their dialogues to the class at the end.

Audioscript

Hany: *Look! This is a watermelon.*
Father: *How much is the watermelon?*
Stall holder: *It's fifteen pounds.*
Youssef: *These are dates.*

3 Sing

1 Play the song. For each verse students point to the correct fruit on the page.
2 Play the song again and encourage students to join in as much as they can.
3 When the students are able to, play the version of the song without words. Students sing as much as they can.

Extra practice

❑ Play a version of *Teacher says (2)* (Games bank, page 106). Hold up a pen with a price label (e.g. ten pounds). Say *This is a pen. It's five pounds*. Students say *No!*, *It's ten pounds*.
❑ Repeat for different items and prices. Some of them can be correct.



Audioscript

Oranges, oranges,
Lovely, lovely oranges,
Figs and bananas
Apples and dates.

Mangoes, mangoes,
Lovely, lovely mangoes,
Figs and bananas
Apples and dates.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Hold up a pen with a price label on it and say *How much is the pen?* Elicit the answer.
- Repeat with two pens and *How much are these?*
- Say *Next we will learn about the sounds* /b/, /g/ and /f/. They will also start to write words.
- Say *Goodbye* and encourage students to say *Goodbye* to you.

LESSON 2 page 68

Objectives: To recognize and produce the sounds /æ/, /b/, /k/, / d/, /ɜ/ and /f/.
To blend and write CVC words
To read short sentences
To identify words with one, two or three syllables

Materials: Student's Book pages 68 and 69
Class CD
Pictures of a banana, date, fig, guava, mango and watermelon
Modeling clay for the *Fast finishers* activity

Opener

- Revise the fruits from the previous lesson using the pictures.
- Play *What's missing?* (Games bank, page 106) to practice them further.

1 Look, listen and repeat

1 Help students to find page 68.
2 Point to the picture of the banana and elicit *banana*.



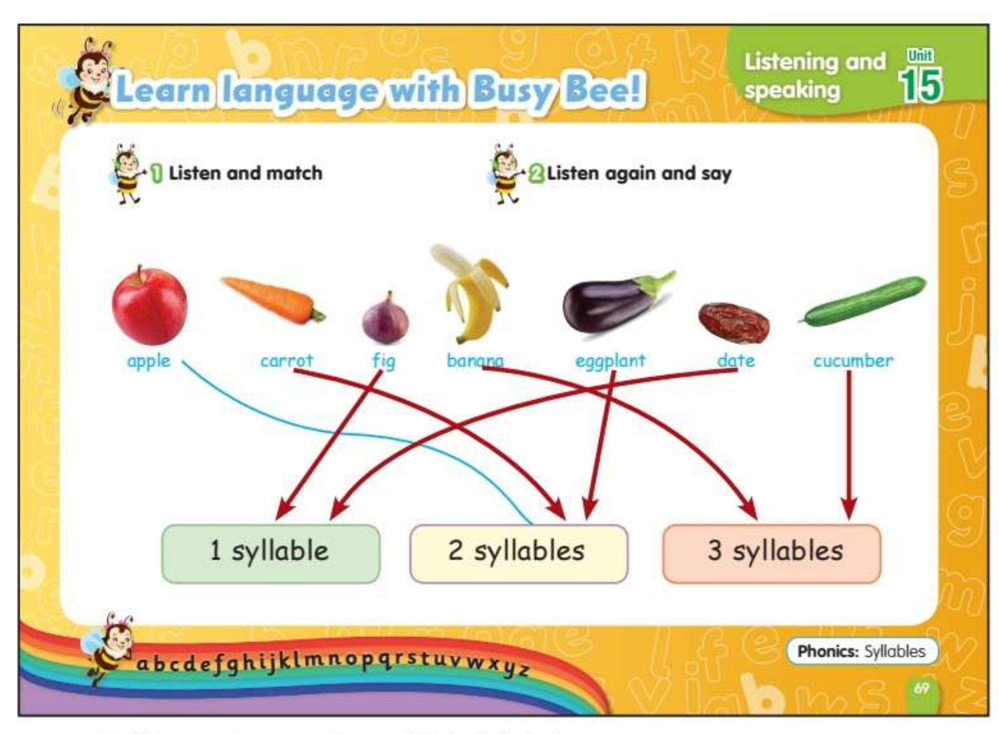
3 Then point to the letters *Bb* on the page and say the sound /*b*/. Remind students that the letter has a big and a small version. Students repeat the letter sound after you. Practice this several times.
4 Repeat for each picture and letter sound.
5 Say *Listen* and play the CD, encouraging students to repeat the words and the letter sounds.
6 Play the CD several times so students can mirror and practice the correct pronunciation.

Audioscript

/b/, /b/	/f/, /f/	/g/, /g/
banana	*fig*	*guava*

2 Look, blend and write

1 Students should now be familiar with these letters. Point to picture and ask students to say what they can see. Elicit *fig*.
2 Now point to the letters in number 1. Encourage the students to say and blend the letter sounds: *f-i-g: fig*



3 They now trace over the word *fig* in their books.
4 Repeat steps 2-3 with the word *big*.



Fast finishers

- Give students some modeling clay and ask them to make the shape of the letters on this page.

3 Read

1 Encourage students to blend the letter sounds in the words to read the sentence.
2 They can practice in pairs, then ask a few students to read the sentence to the class. Praise all good work.



4 Read and circle

1 Remind students that *an* is used when the following word starts with a short vowel (a, e, i, o, u).
2 Help them with the first example. Say *It's an. When do we use an*? Encourage students to repeat the rule. Ask the students to choose guava or apple. Elicit *apple*. Say *Yes apple starts with an* ***a****. Praise all good work.*
3 Students word individually to answer the rest of the exercise. Check their answers as a class.

LESSON 2 page 69

1 Listen and match

1 Ask students to say what they can see in the pictures.
2 Now say the name of each fruit and vegetable. As you do so, clap out the number of syllables. Ask students how many claps they can hear for each word.
3 Ask students to look at the words in the book. Explain that you will play the CD. They must listen and count if the words have one, two or three syllables. They should draw a line from the fruit or vegetable to the correct box.
4 Play the CD more than once if necessary. Check their answers.

Audioscript

apple carrot fig banana eggplant date cucumber

2 Listen again and say

1 Play the CD again. Students listen and repeat.
2 Ask them if they can tell you which syllable of the words sounds the loudest. Explain that usually it is the first syllable.
3 Play the CD again. Can they tell you which word has a louder second syllable? (banana)

Closing

- Ask students to tell you what letters they know and what letter sounds they make.
- Tell them that in the next lesson, they are going to learn some numbers and practice some math.



LESSON 3 page 70

Objectives: To identify numbers eleven to twenty
Vocabulary Numbers *eleven to twenty*
Language *Five plus six is eleven.*
CLIL Math
Materials: Student's Book pages 70 and 71
Class CD

Opener

- Play *Go to the letter* (Games bank, page 104) to revise the alphabet. Encourage students to say both the letter sound and a word that starts with that letter.

Presentation

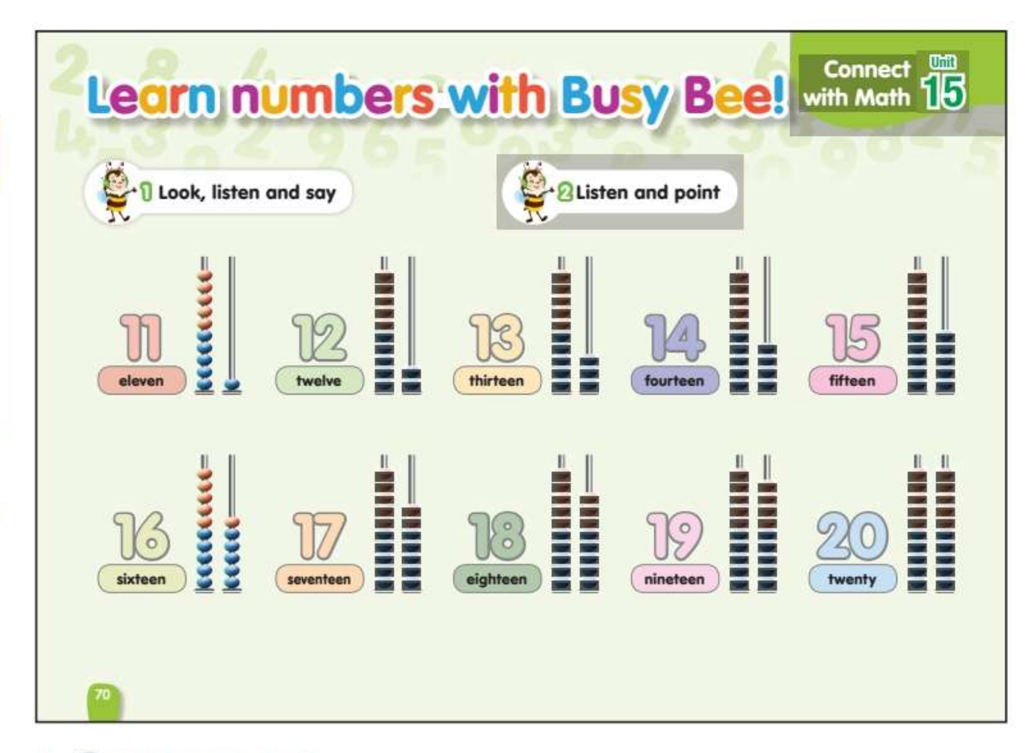
1 Revise numbers 1-10. Ask students to look at the picture of the market on page 66.
2 Point to the pyramid of oranges on the top shelf on the right. Ask students how many oranges there are (nine).
3 Do the same with the pears next to father (eight) and the oranges on the top shelf (nine).
4 Now count around the classroom from one to ten, with each student saying a number.
5 When you are sure they remember numbers 1-10 well, present numbers 11–20. Count the students in the class from 1-20. Say each number and ask students to repeat.

1 Look, listen and say

1 Help students to find page 70. Explain that they are going to hear numbers eleven to twenty. They need to listen and repeat the numbers.
2 Play the recording. Students listen, point to the number and say the word.

Audioscript

eleven *twelve* *thirteen* *fourteen* *fifteen*
sixteen *seventeen* *eighteen* *nineteen* *twenty*



2 Listen and point

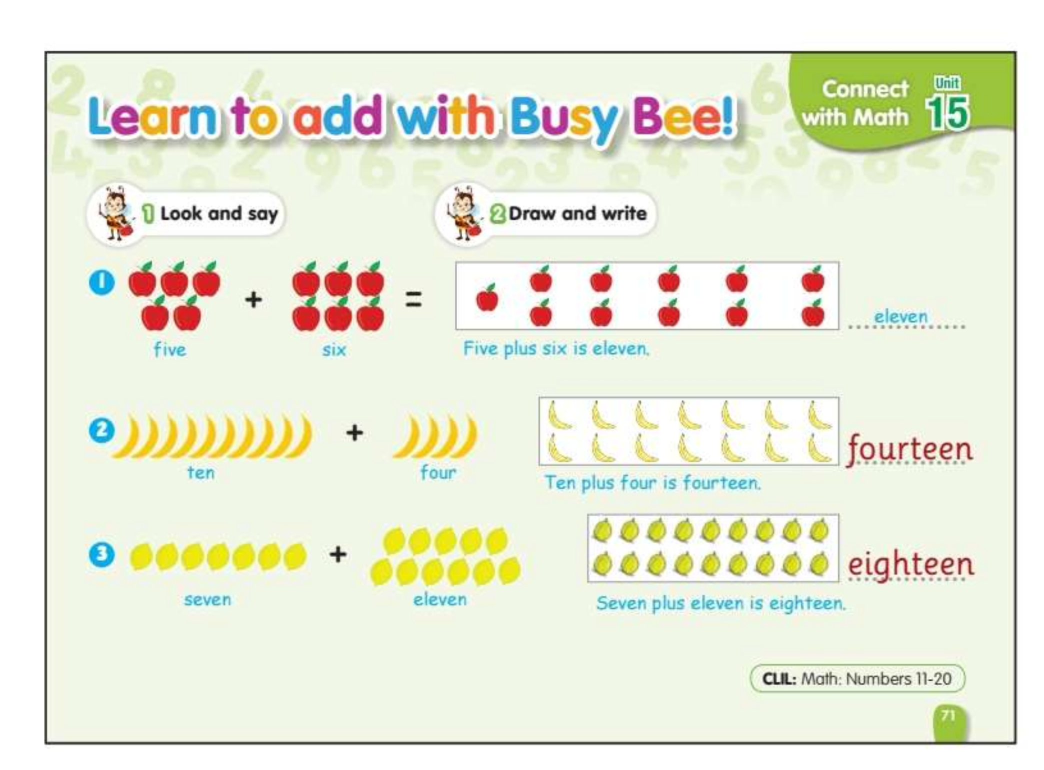
1 Explain that this time, students are going to hear the numbers, but not in order. They need to listen and point to the number they hear.
2 Play the recording. Pause after each number and check they are pointing to the correct one.

Audioscript

fourteen *sixteen* *thirteen* *twelve* *twenty*
seventeen *eighteen* *fifteen* *nineteen* *eleven*

Extra practice

- Say a number, e.g. *fourteen*. Ask students to say the next number, e.g. *fifteen*. Do this with several numbers.
- Count round the class from one to twenty, with each student saying the next number.
- You could try counting backwards from twenty to one.





LESSON 3 page 71

1 Look and say

1 Help students to find page 71. Ask students to say what they can see in the pictures. Can they name all the fruits?
2 Ask students to look at the apples in number one. Point to the first group and say *How many apples*? Elicit *five*. Do the same with the second group and elicit *six*.
3 Read the sum *Five plus six is eleven*, pointing to the apples and the symbols in the sum as you do so. Students repeat.
4 Now repeat for picture 2. Elicit the number of bananas, then point to the bananas and the symbols to elicit *Ten plus four is fourteen*.
5 You could continue in the same way for the remaining pictures, or you could ask the students to work out the last sum in pairs. Present *lemons* if necessary.
6 Ask a few pairs of students to read out the final sum.

2 Draw and write

1 Ask students to draw 14 bananas next to the bananas' sum and 18 lemons next to the lemons' sum.
2 Students then count again and write the numbers.
3 Monitor as the students draw and make sure they draw the correct number of items.
4 Encourage them to repeat several times while drawing.

Extra practice

❑ Ask a group of seven students to stand up. Ask *How many students?* and elicit the answer. Then get a group of eight students to stand up. Ask *How many students?* and elicit the answer.
❑ Now ask students to complete the sum: *Seven plus eight is fifteen*. Repeat with different numbers of students.

Closing

- Remind the students that it is important to know math.
- Tell students that they will do some more math with prices in the next lesson.
- Say *Goodbye* and encourage students to say *Goodbye* to you.



LESSON 4 page 72

Objectives: To identify different bank notes and coins
To do some basic sums

Vocabulary: *minus*

Language: *(Twenty) minus (ten) is (ten).*
Some figs, please. Ten pounds and three pounds. That's 13 pounds, please.

Life skills: Self-management, creativity

Materials: Student's Book pages 72 and 73
A soft ball
Pictures of an apple, a fig, an orange, a banana, a carrot, an eggplant, a date and a guava with prices written on each (all numbers under 21)
Real, toy or drawn notes to represent 1, 5, 10 and 20 pounds

Opener

- Play *Catch and say (2)* (Games bank, page 104) with the names of fruits.
- Show students real notes and coins. Students say the amounts.
- Say the amounts at random. Ask students to point to the correct picture.

Presentation

1 Use real notes and coins to present *one pound, five pounds, ten pounds and twenty pounds.*

1 Look, listen and say

1 Hold up your Student's Book, open at pages 72-73, and say *Open your books.*
2 Ask students to look at the pictures and see if they can identify any of the notes and coins.
3 Play the CD. Students listen, point to the correct picture and repeat.

Audioscript

One pound
Five pounds
Ten pounds
Twenty pounds



Extra practice

❑ Say the amounts at random. Ask students to point to the correct picture.
❑ Show students real notes and coins. Students say the amounts.





LESSON 4 page 73

Presentation

1 Tell students that they are going to do some sums using the notes. Remind them of the symbols + (plus) and = (equal) is.
2 Present – *(minus)*. Do a simple sum on the board to demonstrate it: *3 – 2 = 1*. Say the sum and get them to repeat (three minus two is one).
3 Write another simple sum on the board, e.g. *4 – 3 = ...* . Elicit the answer. (*1*)

1 Look, listen and say

1 Help students to find page 73. Look at the page with the class. Ask students what notes and coins they can see.
2 Play the CD. Pause after each sum. Students listen and repeat the sums.
3 Now read the speech bubbles. Get students to point to the correct sum.
4 Do the same with some of the other sums. Say them at random and ask students to point to the correct sum.
5 Now ask students to read the sums in pairs. Go around and check they are doing this correctly. Praise all good work.

Audioscript

one + one + one + one + one = five
five + five = ten
ten + ten = twenty
ten - five = five
twenty - ten = ten

Closing

- Praise students for their work today and say how well they have done.
- Remind students that they can now count to twenty. Count quickly from one to twenty around the class.
- Say *We can say how much things cost.*
- Say *Next we will practice buying at a shop.*



LESSON 5 page 74

Objectives:	To identify different bank notes and coins To ask and answer about prices
Life skills:	Self-management
Vocabulary:	*money*
Language:	*How much are the (figs)? They're (five) pounds.*
Materials:	Student's Book pages 74 and 75 Real bank notes and coins if available

Opener

- Play *Pass the number* (Games bank, page 105) with numbers one to twenty.

1 Look, ask and answer

1 Hold up your Student's Book and point to page 74.
2 Ask students to look at the pictures and to name all the fruit they can see.
3 Explain that the numbers in the picture show the prices for each fruit. They need to read and answer the questions like the speech bubbles.
4 Repeat for all of the pictures. Pause after each question and elicit the answer.

Answers:	
How much are the figs?	*They're five pounds.*
How much are the oranges?	*They're eight pounds.*
How much are the bananas?	*They're ten pounds.*
How much are the dates?	*They're seven pounds.*
How much are the apples?	*They're twenty pounds.*

Extra practice

- Ask questions about the different fruits in random order, e.g. *How much are the apples?* Elicit the answer *They're twenty pounds.*
- Ask students to work in pairs to ask and answer about the other fruits. Monitor as they are working to check they are doing this well.
- Ask a few students to demonstrate their dialogues to the class.







LESSON 5 page 75

1 Ask and answer

1 Help students to find page 75. Look at the pictures of the notes and ask students to say what numbers they can see. Help them to say *one pound, five pounds, ten pounds, twenty pounds*.
2 Now ask students to look at the picture in the middle and read the speech bubbles.
3 Explain that you would like them to do the same. Put the pictures of fruits with their prices on the board. First, demonstrate yourself. Be the shopkeeper and encourage students to ask for things on the board. The shopkeeper looks at the price on the board and says what notes they need to make that number. So for eleven pounds, it will be *Ten pounds and one pound. That's eleven pounds, please*.
4 Now ask a confident student to come to the front to be the shopkeeper.
5 Invite students to come up and ask for one of the fruits on the board: *Some bananas, please*.
6 Give the shopkeepers plenty of time to work out the sum and ask students to help if necessary.
7 Students can now work in groups, with one of them the shopkeeper and the others asking for items on the board. They can then swap roles. Make sure they all have a turn at being the shopkeeper.

Closing

- Remind the students that it is important to save money and not to spend it unnecessarily.
- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We talked about money and learned some sums*.
- Say *Next we will role-play a visit to the market*.



LESSON 6 page 76

Objectives: To ask for things in a shop
To say how much things cost
To do basic sums

Language: *Some figs, please. How much are the figs?*
They're six pounds. That's five pounds and one pound.

Materials: Student's Book page 76
Toy or drawn bank notes and coins
Pictures of an apple, fig, orange, banana, carrot, eggplant, date, guava, with prices written on each (all numbers under 21).

Opener

- Show students the bank notes and coins and ask them to say the amounts they represent.
- Hold up two notes together, e.g. ten pounds and five pounds. Elicit the sum: *Five pounds and ten pounds is fifteen pounds.*

1 Show and tell

1 Students are going to role-play a visit to the market. They can work in small groups. One student is the shopkeeper and the others are customers.
2 First, demonstrate the task yourself. You are the customer. Ask a confident student to be the shopkeeper.
3 Say *Some figs, please. How much are they?*
4 Gesture to the figs and the price on the board and elicit the answer, e.g. *They're eleven pounds*. Now hold up a ten pound note and a pound coin and elicit *Ten pounds and one pound. That's eleven pounds, please.*
5 Repeat the task with different items until students understand the task.
6 Students now perform the task in their groups. They can take turns being the shopkeeper.
7 Ask one or two groups to perform their dialogue to the class at the end.

2 Look and draw

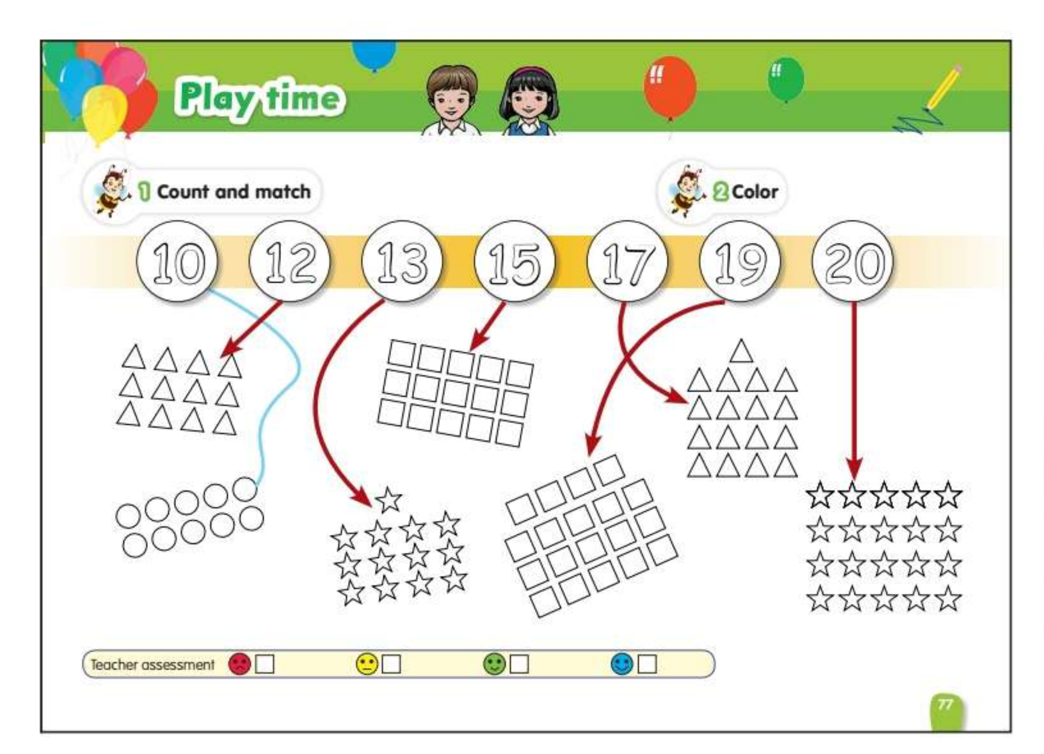
1 Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the names of the fruit.
2 Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3 Draw the letters *b*, *f* and *g* on the board. Ask students to say a word that begins with these letters. Then form some simple CVC words using these letters: *big*, *bag*, *fig*. Ask students to blend these letters and say the words.



4 Ask your students to draw a smile on the face next to the *Phonics* if they know these letters and sounds.
5 Point to the *Math* section. Ask students if they can say numbers 11-20 and do sums with these numbers. Ask students to draw a smile on the face if they can do this.
6 Point to the *Money* pictures and ask students if they can name them (one pound, five pounds). Ask your students to draw a smile next to the money pictures.
7 Ask students if they know how to save money. Encourage them to raise their hands and tell you how. Students then draw a smile next to the *Life skills* picture.

Closing

- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask them *What can we ask about money?* and encourage students to say *How much is the mango/How much are these?*
- Say *We talked about numbers* 11-20. *We did some sums.*
- Say *Next we will learn about the time.*





PLAY TIME page 77



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count and match

1 Ask students to say the numbers at the top of the page.
2 Now ask them to count the shapes and to match them with the correct numbers at the top.

2 Color

1 Ask students to count each set of items again to check that they matched them with the correct number.
2 Encourage the students to color while counting the items again.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.

Unit 16

LESSON 1 page 78

Objectives: To tell the time
To make suggestions, using *Let's*

Vocabulary: *beach, fish, fort, restaurant*

Language: *It's (ten) o'clock.*
Let's go to (Qaitbay Fort) at 3 o'clock.

Materials: Student's Book pages 78 and 79
Class CD
Flash cards of an apple, a banana, a date, a fig, a guava, a mango, an orange and a watermelon
Pictures of a beach, a fish, a fort, a restaurant, Qaitbay Fort, Alexandria Library
A soft ball
A model clock

Opener

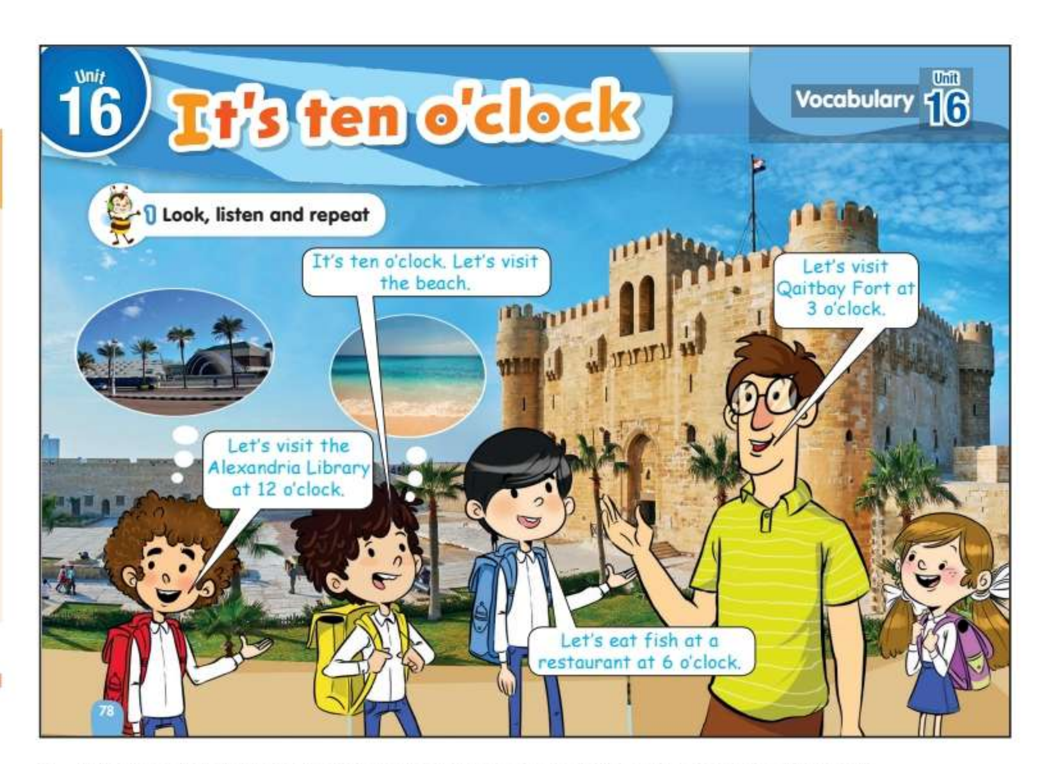
- Revise fruit using the flash cards of an apple, a banana, a date, a fig, a guava, a mango, an orange and a watermelon.
- Revise numbers 1-20. Play *Catch and* say (1) (Games bank, page 104) by counting from 1-20. You could count backwards to make it more challenging.

Presentation

1 Explain that in today's lesson they are going to look at making suggestions for where to go and what to do, and to tell the time.
2 Show students a model clock. Point to the numbers on the clock and ask students to count from one to twelve.
3 Move the hands to one o'clock and say *It's one o'clock*. Students repeat.
4 Do the same for each number from two to twelve. Encourage students to say the time without prompting.
5 Use pictures to present the words *beach, fish, restaurant* and *fort*.
6 Show a picture of Qaitbay Fort. Say *Qaitbay Fort* and ask students if they know this place. Do the same with Alexandria Library.

1 Look, listen and repeat

1 Hold up your Student's Book, open at pages 78 and 79, and say *Open your books*.



2 Ask students to look at the pictures and name any characters they recognize (Youssef, Hany and Amira).
3 Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Praise all correct answers. Praise students who identify the beach, Alexandria Library or Qaitbay Fort.
4 Say *Look and listen*.
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Say *Look, listen and repeat*. Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Youssef: *It's 10 o'clock. Let's visit the beach.*
Youssef's brother: *Let's visit the Alexandria Library at 12 o'clock.*
Tour guide: *Let's visit Qaitbay Fort at 3 o'clock.*
Hany: *Let's eat fish at a restaurant at 6 o'clock.*



Extra practice

❑ Say a time from the story. Students name the place. Say *It's ten o'clock. Let's go to ….* Students say *the beach.*
❑ Do the same with *It's twelve/three/six o'clock. Let's go to… (Alexandria Library/Qaitbay Fort/a restaurant)*



LESSON 1 page 79

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 79.
2 Say *the beach* and make sure students are pointing to the correct picture.
3 Say *Listen.* Play the CD and demonstrate pointing to each picture as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.
5 Play the CD again. This time, pause after each place and elicit the time shown on the clock, for example: *the beach - It's ten o'clock.*

Audioscript

1 the beach
2 the Alexandria Library
3 Qaitbay Fort
4 a restaurant

Extra practice

❑ Students work in pairs. One of them says a time, e.g. *six o'clock*. The other says the place: *A restaurant*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Move the hands of the model clock to a time and elicit what it shows. Do this for two or three different hours.
- Say *Next we will learn about how to take care of our country, and learn about rules for when you visit Alexandria Library.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.

Unit 16

LESSON 2 page 80

Objectives: To identify good and bad practices
To identify good and bad rules

Life skills: Self-management, respect for others

Values: Awareness of the environment

Vocabulary: *anything, ask, librarian, shout, stand in line, take, throw, trash, bin*

Language: *I always stand in line. I throw trash in the bin. I don't shout. I ask the librarian before I take anything.*

Materials: Student's Book pages 80 and 81
Pictures of a beach, a fort, a restaurant
Pictures of trash, a bin, a line of people, a librarian
A model clock
A soft ball

Opener

- Revise the places from the previous lesson using the pictures.
- Revise times using the model clock.

Presentation

1 Use the pictures to present *trash* and a *bin*.
2 Ask students if they can remember what *tidying up* means. Remind students about the story in Unit 12 when the children put their clothes away.

1 Look and draw ☹ or ☺

1 Help students to find page 80.
2 Point to the heading and explain the term *Take care of Egypt*. Ask students why they think it is important to take care of the country.
3 Now point to the pictures. Ask students if they can say anything about the pictures. Can they identify trash/a bin/someone tidying up? Praise all good answers.
4 Now ask students to decide if the pictures show good or bad behavior. They draw a smiley face if it is good behavior and a sad face if it is bad behavior. Do number one as an example. (The man is dropping trash so it is bad behavior.)
5 Students complete the task on their own.



6 They compare answers with their shoulder partner.
7 Discuss their answers as a class and check that they all agree.
8 Remind students of the importance of throwing trash away properly, and never to drop it in rivers or on the ground.





LESSON 2 page 81

Presentation

1 Use the pictures to present *librarian*. Explain that a librarian works in a library.
2 Present *stand in a line*. Ask students when they stand in a line like this. Point out that it is polite to stand in a line when you are waiting for a bus or to pay in a shop, for example.
3 Demonstrate the meaning of the word *shout*. Ask students when is it OK to shout.
4 Demonstrate *throw* by throwing a soft ball. Say *throw* as you throw the ball to a student. Get that student to repeat the word as they throw it gently to another student, and so on around the room.

1 Listen and number

1 Ask students to say what they can see in the pictures. Which building can they see in the big picture? (Alexandria Library)
2 Explain to the students that in this exercise they will be learning about library rules.
3 Ask students to raise up their hands and share their experiences about standing in a line.
4 Continue in the same way with the other sentences. If your class is confident at reading, ask students to read the sentences in pairs. See if they can work out the meaning of the last sentence from context.
5 Say *Now listen and number*. Play the CD and stop after the first sentence giving the students time to find the sentence and number it.
6 Repeat the procedure for the rest of the sentences.
7 Go over their answers as a class. Remind them that it is important to ask questions if they don't understand anything. Present the word *ask*.

Audioscript

1 I don't shout.
2 I always stand in a line.
3 I ask the librarian before I take anything.
4 I throw trash in the bin.

Closing

- Ask students to tell you what good and bad behavior they have learned about. Can they say anything else they shouldn't do in a library? For example *I don't eat.*
- Tell them that in the next lesson, they are going to practice telling the time and hear about more places in Egypt.

LESSON 3 page 82

Objectives: To give the time

Vocabulary: *numbers 1-12, o'clock*

Language: *Let's go to the (Pyramids) at (two) o'clock.*

Materials: Student's Book page 82
Class CD
A model clock
A soft ball

Opener

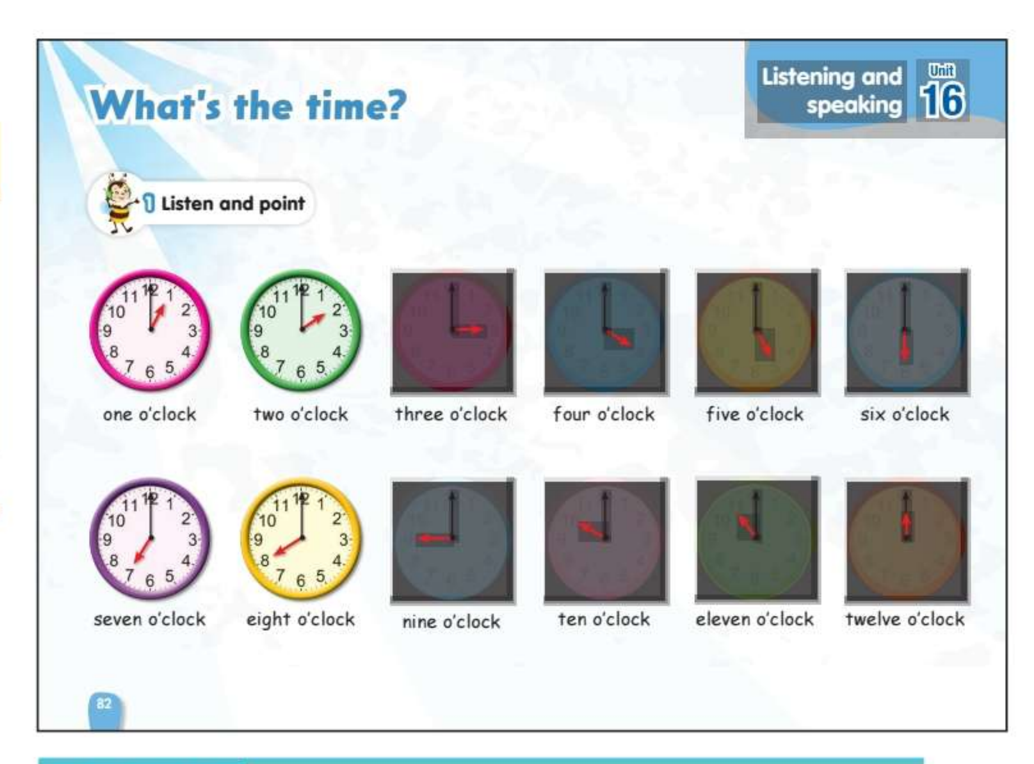
- Play a version of *Teacher says* (2) (Games bank, page 106). Read an example of good behavior from the last lesson, e.g. *I always stand in a line*. Students say *Yes*. Then give an example of bad behavior, e.g. *I always shout*. Students say *No*.
- Do the same with *I ask the librarian before I take anything. (Yes.) I don't throw trash in the bin. (No.) I put my clothes away. (Yes). I don't shout. (Yes).*
- Practice numbers 1-12 with a soft ball, throwing it gently from student to student around the room, counting one more number with each throw. Continue around the room until every student has thrown the ball at least once. With large classes, you can divide students into 2 or 3 groups for this activity, with one ball per group.

1 Listen and point

1 Ask students to look at the clocks.
2 Play the CD. Students listen and point to the correct clock.

Audioscript

One o'clock
Two o'clock
Three o'clock
Four o'clock
Five o'clock
Six o'clock
Seven o'clock
Eight o'clock



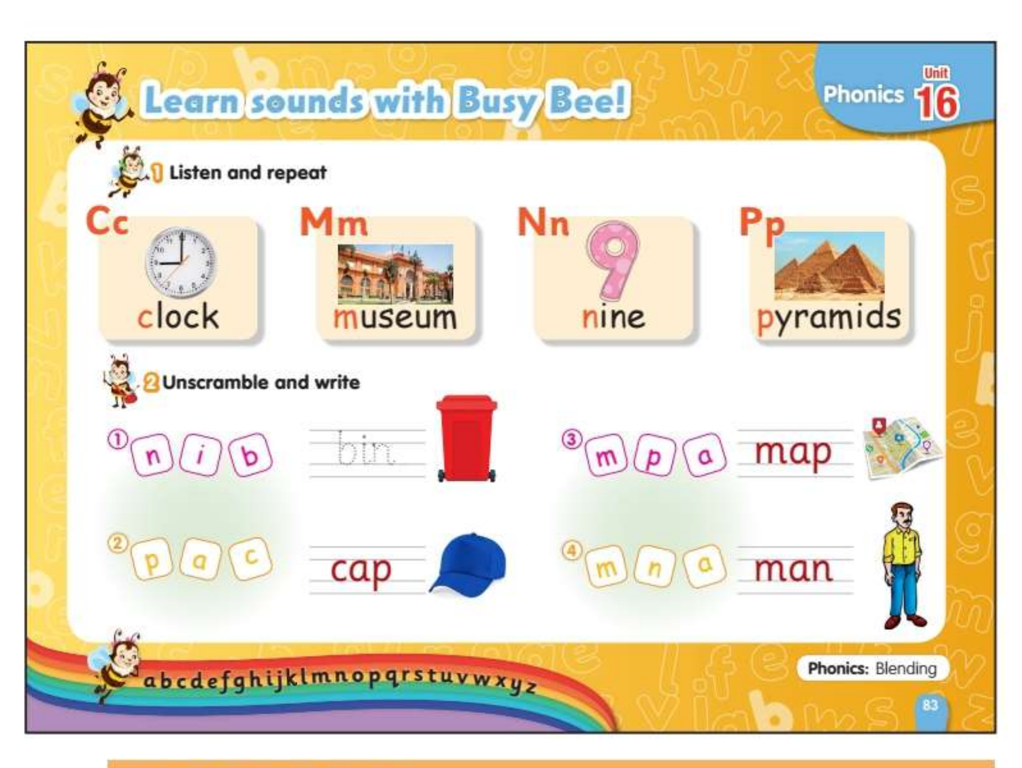
Audioscript

Nine o'clock
Ten o'clock
Eleven o'clock
Twelve o'clock

Extra practice

- Say the times but in random order. Ask students to point to the correct clock.
- Ask students to do the same practice in pairs. One says a time, the other points to the correct clock.





LESSON 3 page 83

Objectives: To recognize and produce the sounds /k/, /m/, /n/ and /p/
To blend and write CVC words
To make a model clock
To say the time

Materials: Student's Book page 83
Class CD
Colored pencils/crayons, paper, split pins, scissors and glue

Opener

- Play *Tracing numbers* (Games bank, page 106) with numbers one to twelve. For each number, students say the time (*one o'clock, two o'clock* etc).

1 Listen and repeat

1 Help students to find page 83.
2 Point to the picture of the clock and elicit *clock*.
3 Then point to the letter Cc on the page and say the sound /k/. Remind students that the letter has a big and a large version. Students repeat the letter sound after you. Practice this several times.
4 Repeat for each picture and letter sound.
5 Say *Listen* and play the CD, encouraging students to repeat the words and the letter sounds.
6 Play the CD several times so students can mirror and practise the correct pronunciation.

Audioscript

/k/, /k/	/m/, /m/	/n/, /n/	/p/, /p/
clock	*museum*	*nine*	*pyramids*

2 Unscramble and write

1 Students should now be familiar with these letters.
2 Point to pictures and ask students to say what they can see. Elicit *bin, cap, map, man*.
3 Now point to the letters in number 1. Encourage the students to unscramble the letter sounds: /b/ /i/ /n/ to make *bin*.
4 They now trace over the word *bin* in their books and match it to the correct picture.
5 Repeat steps 3-4 with the words *cap, map* and *man*.

Fast finishers



- Give students some modeling clay and ask them to make the shape of the letters *c*, *m*, *n* and *p*.

Unit 16

LESSON 4 page 84

Objectives: To ask about and give the time
To identify famous places in Egypt

Vocabulary: *Qaitbay Fort, the Pyramids, the Egyptian Museum, the Alexandria Library, the Cairo Tower and the Coptic Museum*

Language: *Let's go to the (Pyramids) at (two) o'clock.*

Materials: Student's Book pages 84 and 85
Class CD
A model clock
Pictures of Qaitbay Fort, the Pyramids, the Egyptian Museum, the Alexandria Library, the Cairo Tower and the Coptic Museum
A soft ball

Presentation

1 Use pictures to present Qaitbay Fort, the Pyramids, the Egyptian Museum, the Alexandria Library, the Cairo Tower and the Coptic Museum.
2 Ask the students if they have been to or know any of these places. Ask if they have been to any other museums or famous places. Make them proud of these important places in Egypt.

1 Listen and draw

1 Ask students to look at the pictures on page 84. See if they can name the places.
2 Play the CD. Students listen and draw the time on the clock for each one. Pause after each sentence to give students time to do this. You may need to play the CD more than once.
3 Go around and monitor to check they are doing this correctly.

Audioscript

Narrator: *One*
Boy 1: *Let's go to Qaitbay Fort at 2 o'clock.*
Narrator: *Two*
Girl 1: *Let's go to the Pyramids at 10 o'clock.*
Narrator: *Three*
Boy 1: *Let's go to the Egyptian Museum at 3 o'clock.*
Narrator: *Four*
Girl 2: *Let's go to the Alexandria Library at 8 o'clock.*
Narrator: *Five*



Audioscript

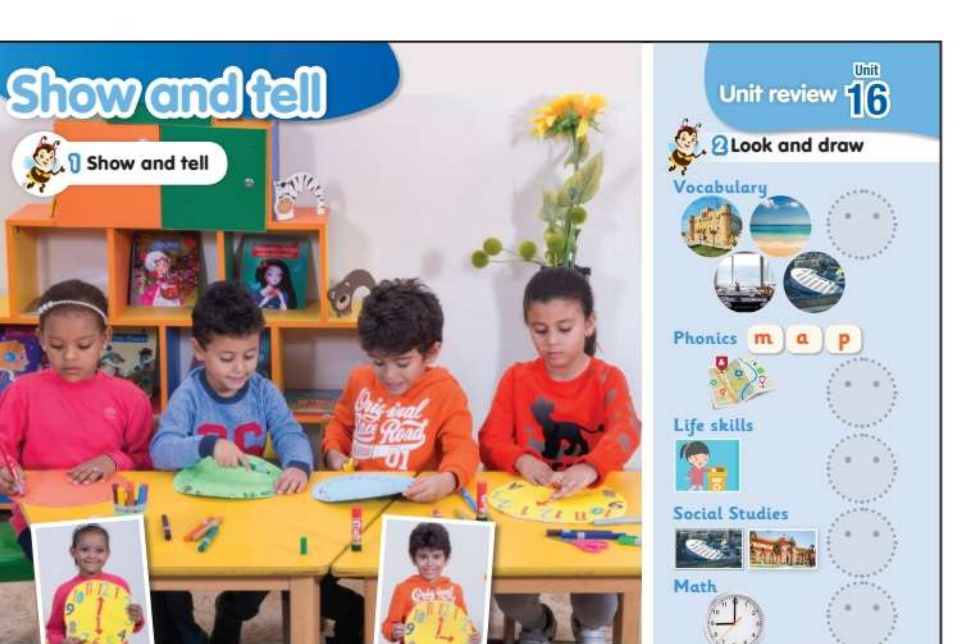
Girl 1: *Let's go to Cairo Tower at 1 o'clock.*
Narrator: *Six*
Girl 1: *Let's go to the Coptic Museum at 5 o'clock.*

Extra practice

❑ Say *Let's go to Qaitbay Fort.* Students tell you the time: *at 2'clock.* Do this for each place.
❑ Say a time, e.g. *2 o'clock.* Students tell you the place: *Qaitbay Fort.*

Closing

- Remind the students that they now know how to tell the time and to identify important places.
- Tell students that they will make a model clock.
- Say *Goodbye* and encourage students to say *Goodbye* to you.





LESSON 4 page 85

1 Show and tell

1. Help students to find page 85.
2. Ask students to look at the pictures and explain that the children are making clocks.
3. Distribute colored pencils/crayons, paper, scissors and glue. Tell them to work in groups. Some of them can draw and color the numbers, some can draw and cut out the hands, some can assemble the clock.
4. Remind students to be polite to each other as they work and to say *please* and *thank you* if they want their friends to pass them things.
5. Students show their completed clocks to other groups and show them different times by moving the hands, as in the pictures. They should say the times shown on their clocks.

2 Look and draw

1. Hold up your book. Point to the *Vocabulary*. Ask *What are they*? to elicit the names of the places.
2. Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3. Draw the letters *m, a* and *p* on the board. Point to the picture of the map. Ask students to say the letters that spell this word then pronounce it.
4. Ask your students to draw a smile on the face next to the phonics words if they know these letters and sounds and can blend this word.
5. Now point to the *Life skills* photos. Discuss what the picture shows and elicit *throw trash in the bin*. Ask if this is good or bad behavior.
6. Point to the *Social Studies* photo. Ask students if they know the pictures to draw a smile on the face next to them. (Alexandria Library, the Egyptian Museum)
7. Tell students to draw a smile on the face if they think they know library rules.
8. Point to the *Math* photo. Ask students what the time is in the picture. Tell them to draw a smile on the face if they know the time.

Closing

- Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Point to the model clock and elicit the time.
- Say *We talked about places and what time we can go to them. We identified important places. We talked about rules followed in these places.*
- Say *Next we will read a story.*

Unit 16



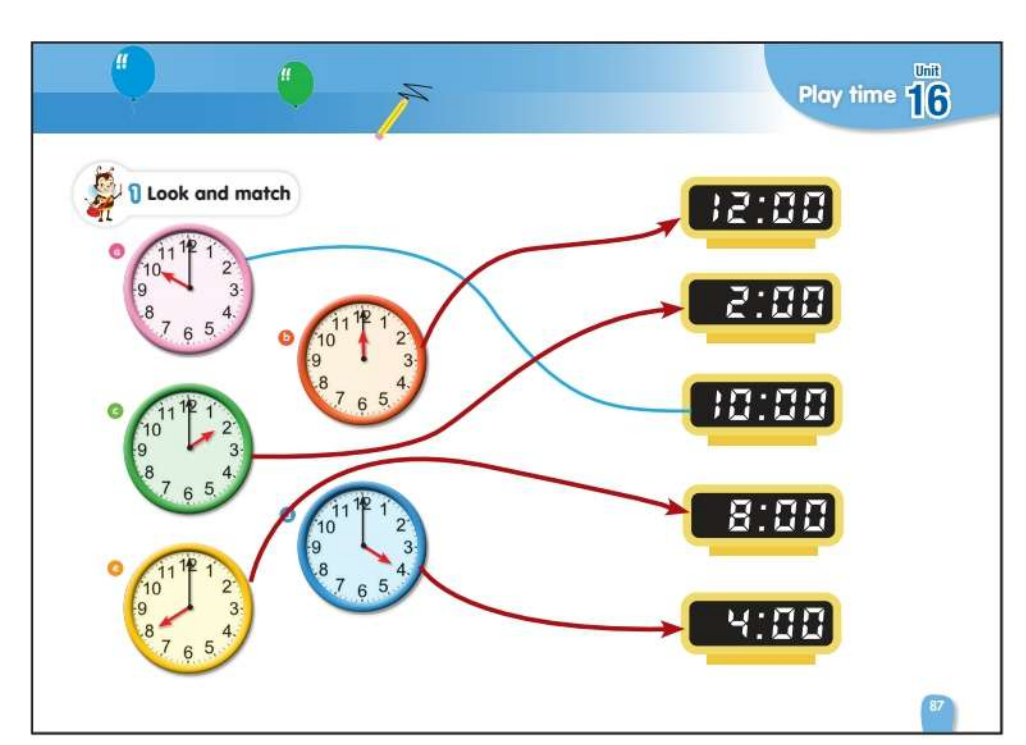
PLAY TIME page 86

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, read and draw

1 Ask students to look at the clocks and to read the times given above them.
2 Now ask them to draw on the correct hands on the clocks, as in the example with ten o'clock.
3 Encourage them to say the times as they draw the hands.





PLAY TIME page 87



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

1 Explain that clocks can either be analogue, like the ones on the left, or digital, like the ones on the right.
2 Ask students to look at the clocks on the left and to say the times.
3 Encourage them to match them with the times on the right, like the example.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.



LESSON 1 pages 88-95

Objectives: To listen to and read an enjoyable story
To think about the values of tolerance and forgiveness
To consider the values of helping the poor and the hungry
To think about giving shelter to the week or those in need

Vocabulary: *baby, mommy, daddy, bear, happy, hungry, sorry, food, yummy*

Language: *Somebody ate from/all my food. They are/are not happy.*

Materials: Student's Book pages 88 to 95
Class CD
Flash cards for the story: Goldilocks, Baby Bear, Mommy Bear, Daddy Bear, food, hot, cold, sad, happy, yummy, hungry
A soft ball

Opener

- Play *Catch and say* (1) (Games bank, page 104) to revise all the animals the students know.
- Explain that in today's lesson, they are going to read a story. Ask students which is their favorite story. Can they say what it is about?

Presentation

1. Use the flash card to present the word *food*. Mime being hungry and present the word. Students repeat.
2. Mime eating something tasty and say *Mmm, yummy!* Students repeat.
3. Play *Sorting* (Games bank, page 106) to revise food and words for the family. Draw two circles on the board, one headed *family* and the other *food*. Say a word, e.g. father. Students point to the correct circle. Do the same for *mother, brother, sister, egg, meat, apple, fish*, etc.
4. Show students the flash card of the family and present *baby*. Students repeat. Now point to the mother and father and explain that children often call their father *daddy* and their mother *mommy*. Say the word and ask students to repeat.
5. Now hold up the *food* flash card. Pretend to eat the food and put the flash card away. Say *I ate all my food*. Students repeat.
6. Hand the flash card to a student and ask them to mime eating it. Elicit *I ate all my food* from the student. Repeat with different students.
7. Draw a big smiley face on the board and present *happy*. Students repeat.
8. Accidentally knock a student's pen off a desk, and say *Sorry!* Students repeat. Explain that this is an important word and students should use it if they accidentally do something wrong or make a mistake.



Goldilocks and the Three Bears



By: Mandy Loader
Illustrated by: Nathalie Gavet

88







This is Goldilocks.



This is Mommy Bear.

89



Goldilocks and the Three Bears

1 Tell the students that they are going to hear (and follow in their books) a traditional story. Explain that it is a special kind of story that has been told to children in many countries for many years. Tell them that this kind of story usually has a message for the reader, or teaches a lesson about life, and often has animals as characters.
2 Hold up your Student's Book, open at page 88, and say *Open your books*. Read the title to the class.
3 Ask the students to point to and name any of the animals they know (*bear*). Tell the class that this story is called *Goldilocks and the Three Bears*. Ask them to way who they think *Goldilocks* is (the girl).



1 Ask the students to look at the pictures on pages 89 carefully. Ask them to say anything they can about the pictures and then tell you what they think the story is about and what might happen next. Accept all reasonable suggestions and predictions.
2 Say *Listen*. Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD to the end of page 89 and then pause. Ask students to repeat the words and point to the character who is described.
3 Ask the class to retell the story so far to you.
4 Repeat steps 1-3 for page 90.
5 Ask students what they think might happen next.

Audioscript

Narrator: *This is Goldilocks.*
This is Mommy Bear.
This is Daddy Bear.
This is Baby Bear.



This is Daddy Bear.

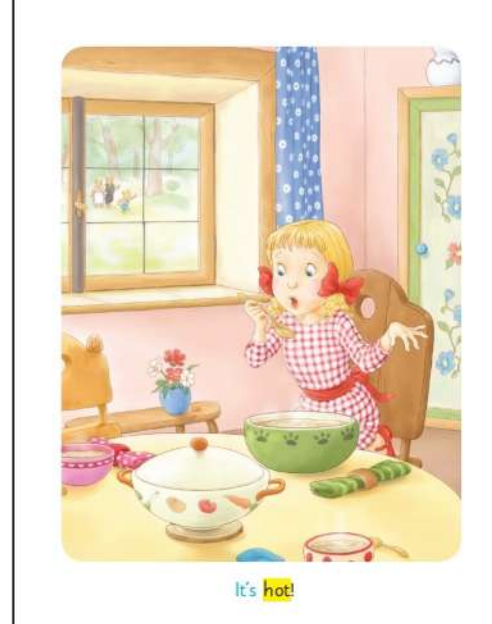


90

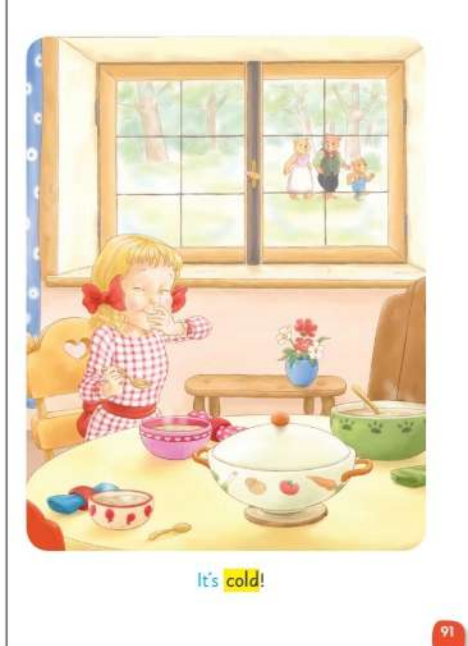


This is Baby Bear.





It's hot!



It's cold!

91

1 Ask students to look at page 91. Ask *Where is Goldilocks?* and elicit *in the house*. Ask *Where are the bears* and elicit *in the garden.*
2 Play the CD to the end of page 91 and then pause. When students repeat the story for this page, encourage them to mime the actions: Goldilocks eating something hot and something cold.
3 Ask students what they think might happen next.

Audioscript

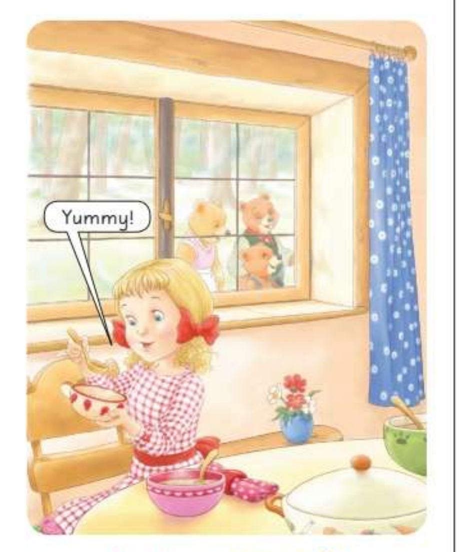
Narrator: *It's hot!*
It's cold!



1 Repeat the procedure for page 92.
2 When students repeat the story for this page, encourage them to mime the actions from the page: Goldilocks finding the food yummy, Goldilocks looking worried to see the bears coming in, and Baby Bear feeling hungry.
3 Ask students what they think might happen next.

Audioscript

Narrator: *She likes this! Yummy!*
Baby Bear is hungry!



She likes this! Yummy!

92



Baby Bear is hungry!





Look! Somebody ate from my food! ☹



Look! Somebody ate from my food, too! ☹

93

1 Students may need a little more help with this page. Before they listen and read, ask students to guess what is happening. Ask *Where is Goldilocks?* Encourage them to point to her behind the curtains and in the cupboard.
2 Ask *Are the bears happy?* Elicit the answer *No!* Ask students why the bears are not happy. (because Goldilocks ate from their food)
3 Say *Listen.* Play the CD and ask the students to follow in their books as they listen. Play the CD to the end of page 93 and then pause. Ask the students to repeat the words and point to the character who is speaking. Explain the word *somebody* (a person, but we do not know who).
4 Ask the class to retell the story so far to you. They do not need to repeat the exact words from the story.
5 When students repeat the story from the page, encourage them to mime the actions: the bears looking shocked because somebody ate from their food.

Audioscript

Daddy Bear: *Look! Somebody ate from my food!*
Mommy Bear: *Look! Somebody ate from my food, too!*



Unit 17

1. Before the students listen and read page 94, ask students to guess what is happening. Ask, *Where is Goldilocks?* Encourage them to point to her walking towards the door. Do they think this is good or bad behavior? Why? (It is bad behaviour because she is not owning up to what she did).
2. Point to the first picture and ask *Are the bears happy?* Elicit the answer *No!* Point to the second picture and ask students what they thing Goldilocks is saying. Tell them to listen to find out.
3. Say *Listen.* Play the CD and ask the students to follow in their books as they listen. Play the CD to the end of page 94 and then pause. Ask students what Goldilocks said and praise those who can answer S*orry!*
4. Ask the students to repeat the words and point to the character who is speaking or who it is about.
5. Ask the class to retell the story from the page. They do not need to repeat the exact words from the story.
6. When students repeat the story from the page, encourage them to mime the actions: Baby Bear looking shocked because somebody ate his food, the bears looking unhappy, and Goldilocks looking sorry.
7. Before the students listen and read page 95, ask students to guess what happens at the end of the story. (*Goldilocks comes back and says sorry*)
8. Ask *Are they happy?* Students listen and read to find out (*Yes, they are all happy*).
9. Ask students to tell you the message of the story: That if you do something wrong, you should always say sorry, and that you should also be tolerant of people who may behave badly, if they say sorry. Explain that what Goldilocks did was wrong, but that she learned from her mistake. Emphasize that it is wrong to go into anyone's house without permission, and that you should not touch anything that does not belong to you without getting permission first.
10. Explain that the bears forgave Goldilocks because they knew she was week and hungry, and she needed shelter. She did not mean to enter without their permission or to be naughty.

Audioscript

Baby Bear: *Look! Somebody ate all my food!*
Narrator: *Mommy Bear, Daddy Bear, and Baby Bear are not happy.*
Goldilocks is sorry.
They are all happy!



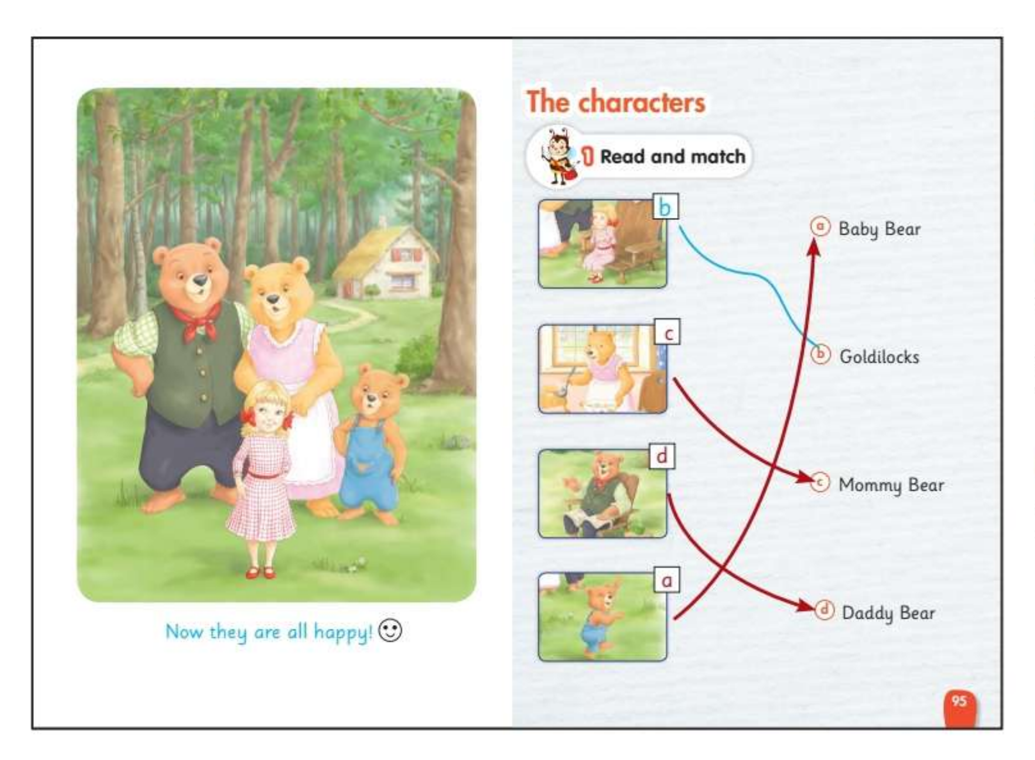
Look! Somebody ate all my food! ☹

94



Mommy Bear, Daddy Bear, and Baby Bear are not happy ☹. Goldilocks is sorry.





LESSON 1

page 95

1 Read and match

1. Help students to find page 95.
2. Explain that students have to read each name and match it with the correct picture on the page. Students then copy the correct letter next to the picture.
3. Show them the answered example. Students can complete the task in pairs.
4. Check their answers as a class. Ask students to say each word aloud and point at the correct picture.

Closing

- Ask students if they liked the story and why/why not.
- Explain that in the next lesson, they will do some activities about the story.



LESSON 2 page 96

Objectives: To use vocabulary from the story
To listen to and order a story

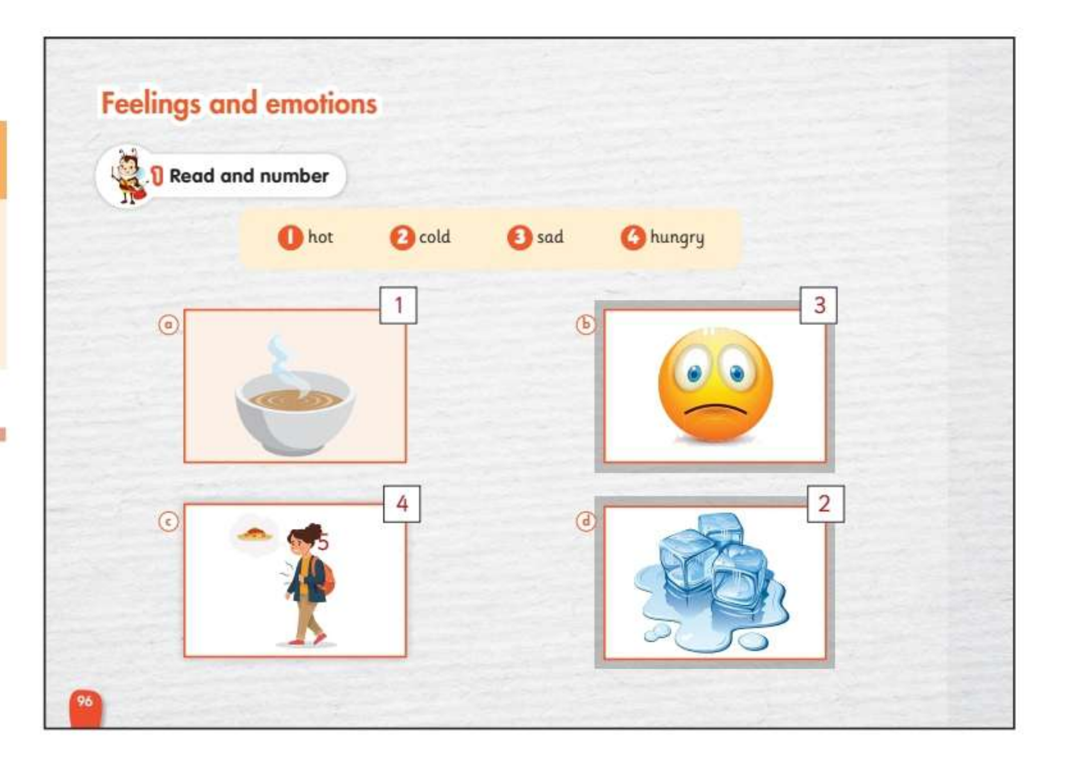
Materials: Student's Book pages 96 and 97
Class CD
Flash cards from the story

Opener

- Play *Mime it* (Games bank, page 105) to revise *hungry, happy, sorry, hot, cold.*
- Ask students to tell you what they can remember about the story *Goldilocks and the Three Bears*, and which was their favorite scene.

1 Read and number

1 Play the CD for the story again and ask students to follow in their books.
2 Help students to find page 96.
3 Point to each of the pictures and try to elicit the words (hot, sad, hungry, cold).
4 Explain that students have to read each word and copy its number next to the correct picture on the page. Do the first one or two as a class to check they understand.
5 Students can complete the task in pairs.
6 Check their answers as a class. Ask students to say each word aloud and point at the correct picture.



Fast finishers



- Students can mime one of the words from the page to their partner, who must guess the word, e.g. *happy.*





LESSON 2 page 97

1 Listen and number

1 Help students to find page 97.
2 Ask students to look at the pictures and to say all they can about them. *Who can they see? Where are they? What are they saying?*
3 Explain that students are now going to listen to the story. They need to listen and number the pictures in the order that they hear them.
4 You can play the CD more than once if necessary.
5 Encourage students to repeat what they hear.
6 Check their answers as a class.

Audioscript

Narrator: *1 This is Daddy Bear.*
Narrator: *2 This is Baby Bear.*
Narrator: *3 This is Goldilocks.*
Narrator: *4 This is Mommy Bear.*
Narrator: *5 It's hot!*
Narrator: *6 Mommy Bear, Daddy Bear and Baby Bear aren't happy. Goldilocks is sorry.*

Closing

- Play a version of *Teacher says (2)* (Games bank, page 106). Point to a picture, e.g. *picture a* and say *This is Daddy Bear*. Students say *No!* and point to the correct picture of Daddy Bear and say *It's e*. Repeat for different pictures.
- Tell students that they will act out the story in the next lesson.



LESSON 3 page 98

Objectives: To act out the story
To learn about beginning, middle and end

Materials: Student's Book page 98
Class CD

Opener

- Play *Word Whispers* (Games bank, page 106) using some of the words from page 96.

Presentation

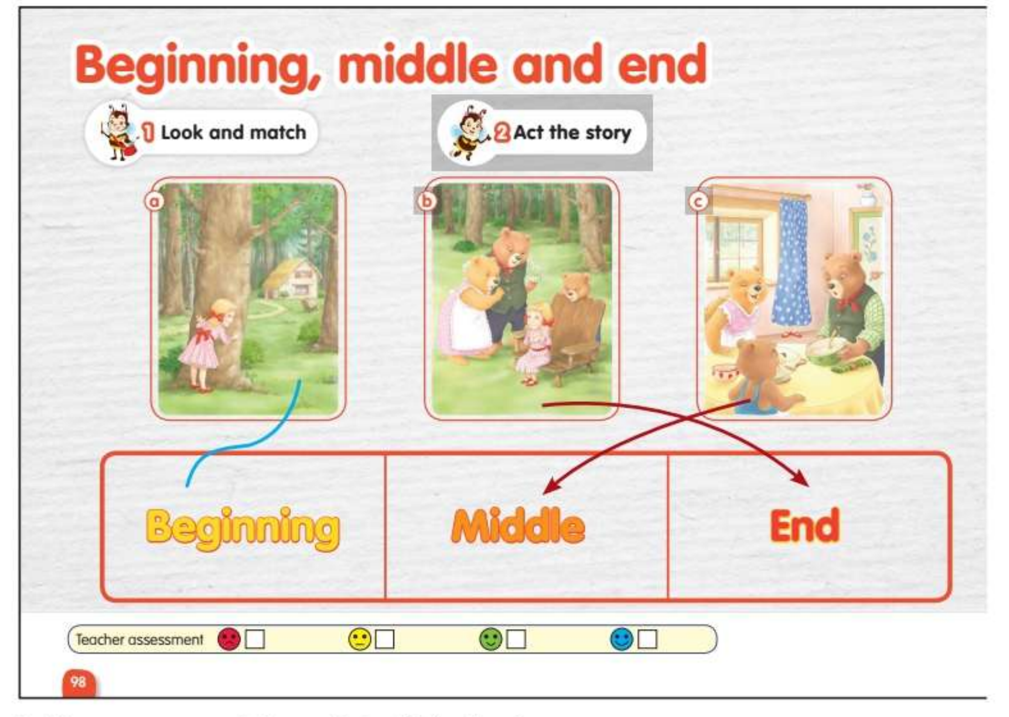
1 Choose three confident students to come to the front and tell the others that they are going to run from a specified point to another upon calling their names.
2 Explain that now all of the students are in the *beginning* of the run. Students repeat.
3 Call Student 2's name and ask him/her to run. Ask the student to stop midway in the run.
4 Ask the class *Did student 1 finish the run?* Elicit *No*. *Is he in the beginning of the run?* Elicit *No*. Explain that Student 2 is in the *middle* of the run. students repeat.
5 Call Student 3's name and ask him/her to run. When the student reaches the end of the run explain to the students that Student 3 is at the *end* of the run.
6 Now, ask random students to tell you where each of the three students is standing (beginning, middle, end).
7 For extra practice, you can draw an illustration of the run on the board (timeline).

1 Look and match

1 Help students find page 98. Point to picture number a and tell the students that this is the beginning of the story as answered in their student's book.
2 Encourage a confident student to tell you what happens in the beginning of the story.
3 Ask students to raise their hands and tell you which picture is the middle of the story. Ask the student to tell you what happens in the middle of the story.
4 Repeat the procedure for the third picture.
5 Praise all good work.

2 Act the story

1 Ask students to tell you what they can remember about the story *Goldilocks and the Three Bears*, and which was their favorite scene.
2 Explain that in today's lesson, they are going to act out the story.
3 Divide the class into groups of five: a narrator, Daddy Bear, Mommy Bear, Baby Bear and Goldilocks.
4 Explain that first, they are going to listen to the story again. As they listen and read, they need to act out/mime their parts. Point out that Goldilocks should read aloud her parts: *Yummy* on page *92* and *Sorry* on page *95*. The bears should read aloud their parts on pages 93 and 94.



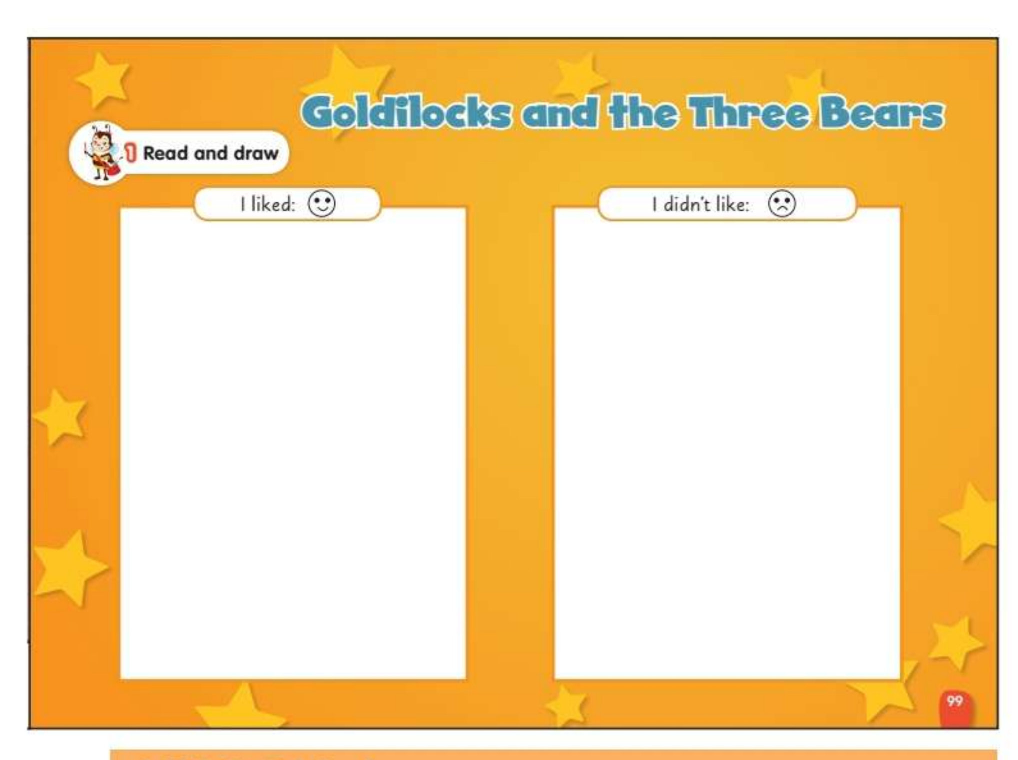
5 The narrator can read along with the CD for the other parts.
6 Students now work in their groups to act the story. They can read from the book for their parts if necessary (the narrators will need to do this), but encourage them to do as much as possible from memory. It does not matter if the words are not exactly the same as the book.
7 Go around and monitor as they are doing this and check they are doing this well. Offer help and support.
8 Ask a few groups to demonstrate their plays to the class at the end.
9 If you have time, students can repeat the play and change parts, with a new narrator.

Closing

- Ask students if they enjoyed acting the play and what they found easy or difficult.
- Praise their work and say *Goodbye!*

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xv for more information about the color coding.



LESSON 4 page 99

Objectives: To answer questions about the story
To draw pictures about what they liked and didn't like about the story

Materials: Student's Book page 99
Class CD
Flash cards of a family (mother, father, baby), a bear, food

Opener

- Use the flash cards to revise *Goldilocks, food, Baby Bear, Mommy Bear, Daddy Bear.*
- Play *Mime it* (Games bank, page 105) to revise *hungry, happy, sorry, hot, cold.*

Presentation

1 Ask students to tell you what they can remember about the story *Goldilocks and the Three Bears.*



2 Play the CD of the story again and ask students to follow in their books.
3 Play the CD again and ask the class the suggested questions as below after each page. Encourage students to answer in English as much as possible:
Page 89: *Who is this?* (Goldilocks/Mommy Bear)
Page 90: *Who is this?* (Daddy Bear/Baby Bear)
Page 91: *Are the bears at home?* (No) *Where is Goldilocks?* (Students can point to her in the picture.) *What is Goldilocks eating?* (Food) *Does she like it?* (No) *Why?* (It's hot/It's cold.)
Page 92: *Does Goldilocks like the food?* (Yes) *Why?* (It's yummy.) *Where are the bears?* (In the house) *Does Baby Bear want his food?* (Yes.) *Why?* (He is hungry.)
Page 93: *Where is Goldilocks?* (Students can point to her behind the curtain). *Is Daddy Bear happy?* (No) *Is Mommy Bear happy?* (No)
Page 94: *Is Baby Bear happy?* (No). *Where is Goldilocks?* (In the garden). *Is she sorry?* (Yes.)
Page 95: *Are the bears happy?* (Yes). *Is Goldilocks happy?* (Yes.)

1 Read and draw

1 Help students to find page 99. Ask: *What did you like about* Goldilocks and the Three Bears? Potential answers might be: *Goldilocks said she was sorry. The bears and Goldilocks are happy. The three bears lived in a nice house. They had nice food, etc.* Explain that they are going to draw what they liked in the story using very simple figures. You might want to draw three happy bears and a happy girl on the board to illustrate that the bears and Goldilocks are happy.
2 Read the line at the top of the box: *I liked.* Explain that students can draw the scene of the story that they liked the most. Explain that the first column has a smiley face to indicate that they should draw what they liked. Go around monitoring their drawings. Praise all efforts. You can ask some of the confident students to come to the front of the class to show their work. Ask the other students to give them a round of applause.
3 Repeat this step for the *I didn't like* part.
4 Monitor as they are working and encourage students to say as much as they can about their pictures in English.



Fast finishers

- Students can show their pictures to a partner and talk about the scene.

Closing

- Say a sentence from the story. Students tell you who said it, e.g. *It's hot! Yummy! Sorry.* (Goldilocks) *I'm hungry. Somebody at all my food!* (Baby Bear), etc.
- Say a *Goodbye* and encourage students to say *Goodbye* back to you.

LESSON 1 page 100

Objectives: To revise the sounds and letters of the alphabet, small and capital letters

Vocabulary: *apple, book, cat, daddy, elephant, four, guitar, hello, in, jacket, kick, lion, mouth, nut, orange, piano, queen, robot, strawberry, teddy, under, vet, watermelon, fox, yogurt, zoo*

Materials: Student's Book pages 50 and 51
Class CD
The letters of the alphabet on pieces of paper
Flash cards of jobs, animals, clothes

Opener

- Play *Point to the picture* (Games bank, page 105) using the flash cards to practice vocabulary.

Presentation

1 Play *Go to the letter (2)* (Games bank, page 104) with the letters of the alphabet.
2 Choose four or five letters at a time (for example *a-e*, then *f-j*, *k-o*, etc.) and change the groups of students until you have played with all of the letters.

1 Listen and repeat

1 Help students to find page 50. Encourage students to read the letters of the alphabet *a-m* from the pages aloud. Remind them that there is a small and a capital version of each letter.
2 Ask students to say what they can see in the pictures.
3 Play the CD. Students listen and repeat.
4 Play the CD again, pausing after each word for students to repeat in chorus and then individually.

Audioscript

apple, book, cat, daddy, elephant, four, guitar, hello, in, jacket, kick, lion, mouth

Extra practice

❑ Say a letter sound e.g. /k/. Students say the word that begins with that sound: *kick*. Repeat with the other letters *a-m* in random order.



❑ Ask students to say each letter and another word that begins with that letter sound, e.g. *a ant*, *b baby*, *c cake*, etc.



LESSON 1 page 101

1 Listen and repeat

1. Help students to find page 51. Encourage students to read the letters of the alphabet *n-z* from the pages aloud. Remind them that there is a small and a capital version of each letter.
2. Ask students to say what they can see in the pictures.
3. Play the CD. Students listen and repeat.
4. Play the CD again, pausing after each word for students to repeat in chorus and then individually. Remind students that the *x* letter is at the end of the word.

Audioscript

nut, orange, piano, queen, rocket, strawberry, teddy bear, under, vet, watermelon, fox, yogurt, zoo

Extra practice

- ❑ Say a letter sound e.g. /y/. Students say the word that begins with that sound: *yogurt*. Repeat with the other letters *n-z* in random order.
- ❑ Use calling sticks to choose students to say each letter and another word that begins with that letter sound (or ends with that sound for x), e.g. *p puppy*, *q quiet*, *r ruler*, *s six*, etc.

Practice game

- Play *Catch and say (1)* (Games bank, page 104) using all the letters of the alphabet from *a-z*. Students say a letter and a word beginning with that letter sound. If they cannot answer, it goes on to the next student or letter.

Closing

- Remind students about what they have learned so far.
- Say *Now you can say the letters of the alphabet. You can say words that use these sounds.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.



LESSON 2 page 102

Objectives: To revise handwriting from units 14-17

Vocabulary: *bus, van, net, fox, cat, bed, six*

Materials: Student's Book pages 102 and 103
A soft ball
Pieces of paper with the letters *a, e, i o* and *u* on them

Opener

- Play *Catch and say* (Games bank, page 104) using the vocabulary groups animals, places and fruits.

Presentation

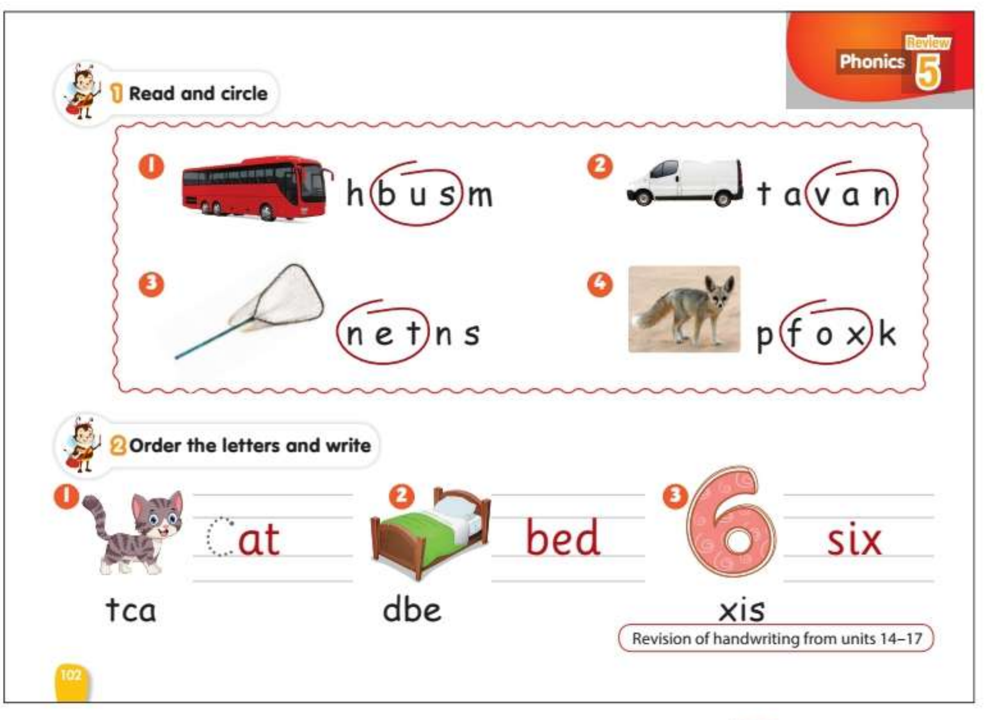
1 Play *Go to the letter (2)* (Games Bank, page 104) with the letters of the vowel sounds *a, e, i o* and *u*.
2 Ask students if they can name any words that start with these letters, or have these letters in the middle.

1 Read and circle

1 Help students to find page 106.
2 Point to the pictures and letters. Explain that you want the students to find the words hidden in the letters. The pictures will help them. Do the first one (bus) as an example.
3 Students work in pairs to find and circle the other words. They can work in pairs. Monitor as they are working and help if necessary.
4 Ask students to read the words aloud to check their answers.

2 Order the letters and write

1 Ask students to say what they can see in the pictures.
2 Now ask students to rearrange and write the letters of the first word (cat). They can do this individually. Encourage them to say each letter sound as they write.
3 Repeat for the other two words, then ask them to read all three words aloud.



Fast finishers

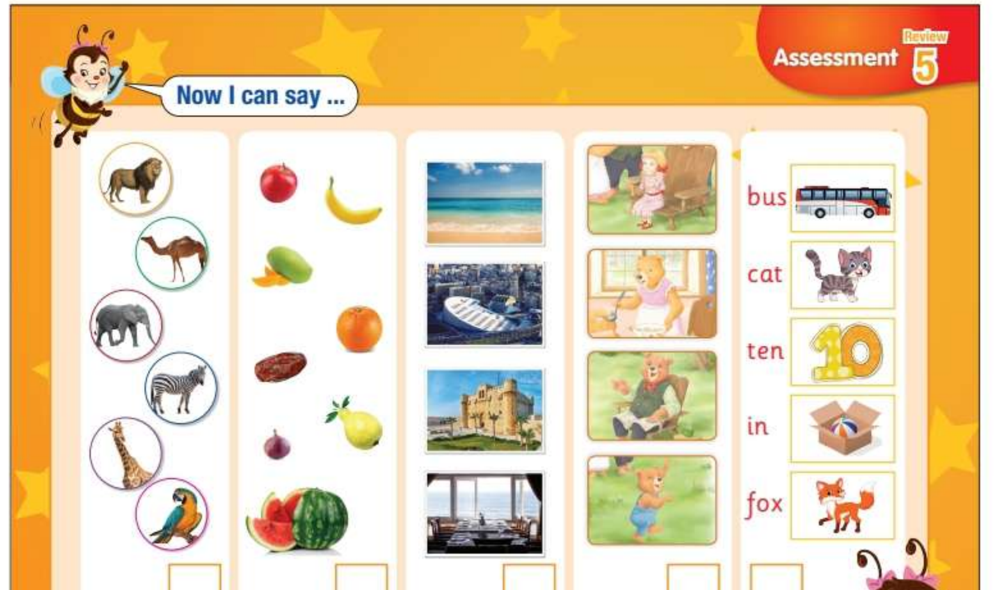


- Fast finishers can 'hide' the three words cat, bed and six in other letters, as in exercise 1. Their partners can circle the words correctly.

Extra practice

❏ Say a letter sound e.g. /e/. Students say a word that begins with that sound, e.g. *egg*, or has it in the middle of the word, e.g. *vet*. Repeat with the other vowel sounds in random order.





LESSON 2

page 105

Now I can say …

1 Help students to find page 105. Hold up your book. Point to the animals. Ask *What can you see?* For each one, elicit the words (lion, camel, elephant, zebra, giraffe, parrot).
2 When student are confident that they know the words, they should put a tick at the bottom of the column.
3 Hold up your book. Point to the fruits. Ask *What are they?* to elicit the words (apple, banana, mango, orange, date, pear, fig, watermelon).
4 When student are confident that they know the words, they should put a tick at the bottom of the column.
5 Hold up your book. Point to the places. For each one, ask *What can you see?* to elicit the word (beach, Alexandria Library, Qaitby Fort, restaurant).
6 When student are confident that they know the words for these places, they should put a tick at the bottom of the column.
7 Hold up your book. Point to the pictures from the story. Ask *What can you see?* See how much students can remember about the story of *Goldilocks and the Three Bears*.
8 When student are confident that they can talk about the story, they should put a tick at the bottom of the column.
9 Draw the letter *u* on the board. Point to the photo of the bus in the book. Ask *What is it?* to elicit *bus*.
10 Repeat step 9 with the other vowel sounds.
11 When student are confident that they know these letters, they should put a tick at the bottom of the column.
11 Say *Well done!* to the class.

Fast finishers

- In pairs, students play *Missing sound* (Games bank, page 105) to revise the vowel sounds *a, e, i, o* and *u*

Closing

- Remind students about what they have learned.
- Play *Catch and say* (Games bank, page 104) using words for animals, fruits and places.
- Say *Well done! Now you have completed the course!*

Games bank

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw, roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say: *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all students get to the other side of the room, they repeat with the other student leading.

Go to the word, card or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper or use the flash cards. Place three or four of the words or letter sounds you are reviewing, e.g. h/hello, b/book, r/robot and d/daddy, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word, card or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.



Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give students a short time to look at them. Cover the items with a cloth, and ask students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialogue with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialogue again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h/hello*, *b/book* and *r/robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture/card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers or using flash cards. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Games bank

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye, hair, ear, mouth* and *hand*. Then say *Touch your (nose)*, without saying *teacher says*, and show students that you are not doing the action. Students only do the action if you say *teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. e.g. one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. camel, elephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class: *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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